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ABSTRACT

A review of the ERIC literature on stress is presented, revealing counselors' incorporation of stress management techniques into their work with clients as well as their own coping mechanisms for dealing with stress in their personal and professional lives. The materials provide an overview of stress, its effects on students, women, families, employees, and the stress and burnout that affects counselors and other helping professionals. An annotated bibliography of the ERIC documents and journal articles are cited as an appendix. (JAC)

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# COUNSELING FOR STRESS MANAGEMENT

Penny Schreiber

# searchlight plus

*Relevant Resources in High Interest Areas*

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# COUNSELING FOR STRESS MANAGEMENT

Penny Schreiber

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through December 1980

*ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE*

*1981*

## INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. Several years ago we went one step further.

Choosing the fifteen topics which were in most demand by our ERIC users at that time, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

In the past two years we have added eight new titles to what has become an extremely popular series of publications. In addition, one venerable title--Career Development: Programs and Practices--was updated and expanded in 1980. The fifteen areas originally chosen for this special treatment and the eight new areas are as follows:

Career Development: Programs and Practices
Career Resource Centers
Counseling Adults
Counseling the Aging
Counseling the Exceptional: Handicapped and Gifted

Divorce and One-Parent Family Counseling
Evaluation of Counselor Effectiveness
Group Guidance
Mid-Career Change
Preretirement Counseling
Program Evaluation and Accountability
Tests and Testing Programs
The Counselor as Change Agent
The Counselor as Consultant
Violence in the Schools

Counseling for Alcohol/Tobacco/Drug Abuse
Leisure Counseling
Marriage Counseling
Parent and Family Counseling

Counseling for Stress Management
Counseling the Bilingual Student
Peer Counseling
Sex-Fair Guidance and Counseling

The computer search is included in each Searchlight Plus as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these titles are slightly different from the others. The ones entitled "Mid-Career Change" and "Preretirement Counseling" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series Searchlight Plus and the previous series Searchlight. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

Libby Benjamin
Associate Director, ERIC/CAPS

# COUNSELING FOR STRESS MANAGEMENT

Penny Schreiber

## Overview of Stress

*Stress is essentially the wear and tear in the body caused by life at any one time.*
Hans Selye

Hans Selye introduced the concept of stress into the life sciences in 1936. He was the first person to investigate scientifically the question: What is the nature of stress? Selye determined that "life is largely a process of adaptation to the circumstances in which we exist."[1] He labeled this process the *General Adaptation Syndrome*, or G.A.S. The G.A.S. is comprised of three stages: the alarm reaction, the stage of resistance, and the stage of exhaustion. Only the most severe stress leads eventually to exhaustion or death. Most of the physical or mental stressors which act upon us produce changes corresponding only to the first and second stages: At first stressors may alarm and upset us, but then we get used to them. All of us go through these first two stages many, many times; otherwise we could never perform all the activities and resist all the injuries which are a part of everyone's journey through life.

*Selye introduced modern concept of stress*

Selye believes that each individual is born with a finite amount of adaptive energy determined through heredity. Some people may choose to spend their supply of adaptive energy parsimoniously, leading secure, predictable but perhaps dull and monotonous lives. Others may choose to spend it

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[1] From The Stress of Life by Hans Selye, p. vii. Published by McGraw-Hill, 1956.

lavishly, leading stressful, intense, but perhaps more colorful and exciting lives.

*Some people cope better than others with stress*

Little is known about why some people cope better than others with stress. Some people have strong internal resources they can call on when they become embroiled in a major personal crisis; others go to pieces over nothing. The latest research indicates that stress results from the interaction between the individual and the event. Increasing evidence suggests that stress may be a "psycho-social" source of infection, and coping a part of the cure. The greater one's repertoire of coping techniques, the greater one's chances for success in any given situation (EJ 184 625).

Stress has always been with us, but it is truly a modern disease. Since the time when Selye was doing his revolutionary research on stress, doctors and helping professionals of all types have increasingly come to recognize the symptoms of this twentieth century malady in their patients and clients. Unalleviated stress can affect a person in all areas of life: It can be the catalyst for physical illness, it can wreak havoc on family life, it can cause students to fail in school, and it can seriously affect on-the-job performance. To say that our society is complex may be a cliché, but there is no doubt that individuals today are confronted--bombarded--with myriad and bewildering choices and decisions about how best to conduct their lives and achieve personal happiness. Only those who sit all day with their heads in the sand are able to ignore the frightening ramifications of modern technology and the inherent dangers that lurk in something as routine as a drive on the freeway.

*Stress not all bad*

Despite the dire consequences that stress can have on our lives, stress is not all bad. Selye defines stress as a pervasive aspect of living that cannot be avoided. Stress can be produced by something as pleasant as a kiss or as unpleasant as a bee sting. Selye identifies two types of stress:

distress and eustress. Distress is the harmful physical consequences of stress and eustress is the motivating and enhancing influences stress can have on our productivity and satisfaction. The concept of eustress explains Selye's contention that stress can be "the spice of life." A life devoid of stress would be dull indeed.

The ERIC search that accompanies this paper contains substantive information about how counseling professionals can help their clients--students, women, teachers, families, the disabled, the terminally ill--cope with stress. Cohen urges that all counseling and guidance personnel investigate stress and coping theory, including its relationship to physical health. She believes the time has come for the counselor to accept at least part of the role of a native healer in an urban, industrialized society (EJ 184 625).

*Counselors must learn stress and coping theo*

## Students and Stress

### College and High School Students and Stress

Students of all ages and at all levels are prime targets for stress. The articles cited in this search on students and stress run the gamut from how to counsel "high risk" community college students (ED 133 000) to treatment strategies for college men anxious about dating (EJ 193 721).

*Students prime targets for stress*

Honegger and Pettigrew delineate and distinguish some of the stressors university students face, and conclude that stress is an intrinsic part of the university experience. They note that the eight years between the ages of sixteen and twenty-four are usually considered to be the transitional stage from adolescence to adulthood. During this time individuals are experiencing an identity crisis and coming to grips with perplexing questions such as: Who am I? Where have

I been? What do I want to strive to become? Honegger and Pettigrew believe that such stress is internal to a crucial stage of human development, the transition from late adolescence to early adulthood, and that it is further exacerbated by the time and energy that must be devoted to being a college student. At the same time as this developmental growth is occurring, university students must cope with external stresses which are an inherent part of the university experience. Counselors are urged to be especially sensitive to the personal points of view and individual needs of students under stress to help them survive this difficult transitional period (EJ 158 380).

*Counselors must be sensitive to students' stress*

Johnson assists college counselors and administrative personnel in identifying problems related to homesickness (EJ 223 074). Grover and Tessier use the techniques of attribution therapy and desensitization to counsel medical students successfully who are unable to cope with unanticipated academic frustration (EJ 187 025). Topp, in an article about the "neurotic" graduate student of our time, offers several recommendations for correcting unnecessary conditions that lead to additional stress for doctoral students, such as foreign language requirements, inadequate counseling services, unnecessary regulations, and unsystematized procedures (EJ 172 068).

Arkowitz, et al., devised a treatment program for helping college students with dating anxiety which can be administered on a large-scale basis with a minimum of professional time. The procedure is based on the idea of real-life experience and is called "practice dating." The goal of practice dating is to provide subjects with dating practice, rather than to help them find an ideal partner. The results of this initial study were extremely encouraging, and in a subsequent study even more so. Groups exposed to two variations of practice dating were compared with a waiting-list control group. The results of this study clearly demonstrated the consistent superiority of the practice dating

*Practice dating alleviates dating anxiety*

groups over the control group in reduction of dating anxiety and increase in dating activity. A follow-up of the subjects in this study fifteen months later demonstrated that the improvements in dating anxiety and activity were maintained. While the main goal of the program was to reduce dating anxiety, it also pointed out the applicability of "real-life practice" to other populations. College students are not the only people who suffer from dating anxiety, and this most interesting article has much to offer counseling professionals who work with high school students and older adults (EJ 193 721).

*Real-life practice applies to all populations*

Roueche and Mink compared the effectiveness of nontraditional and traditional counseling and instructional methods in meeting the socio-emotional and academic needs of nontraditional ("high risk") community college students. Data analyses indicated that the nontraditional methods were more effective over a longer period of time. Additionally, the most positive changes occurred in schools where the most humanistic atmospheres prevailed (ED 133 000). Margolis discusses the anxieties of the college freshperson during the first few weeks of school, and the ways in which the college counselor can help (ED 126 406). Rovin, et al., report that a marathon 15-hour counseling session was helpful in reducing the anxiety of three couples who were the parents of underachieving high school students. The couples reported important behavioral changes following the counseling session (ED 034 272).

Test Anxiety

Test anxiety is a source of concern to many students--it can debilitate the academic performance of bright, highly motivated students. Test anxiety can be equally devastating to an articulate ADC

*Test anxiety devastating*

mother who must pass the GED before she can enter a training program that will lead to a good job and a secure future. The information in this search on test anxiety focuses on specific treatment modalities that counselors can use to help clients/students overcome their fear of failing.

*Counselors can help clients overcome fear of failing*

Weiner, et al., present a case history as a model for counselors who want to utilize a behavioral approach with clients whose progress toward meaningful vocational goals is blocked or severely limited by test anxiety. They created an individualized systematic desensitization hierarchy to provide clients with a gradient by which they could approach stressful situations one step at a time, while learning to develop a competing response (such as a relaxation or an assertive response) at each point along the way. An interesting side effect of their treatment approach is that it places the responsibility for behavior change in the hands of the client, thus helping the client to transfer the skills learned during treatment to cope with problems other than those discussed with the counselor. This case study points out the need to help students prepare emotionally as well as academically for testing situations (EJ 207 751).

*Behavior change client's responsibility*

Hudesman and Wiesner evaluated the effect of the counselor's level of anxiety on students taking part in test anxiety desensitization workshops. Results indicated that the number of sessions attended by students was inversely related to the counselor's level of anxiety (EJ 210 584). Kipper and Giladi studied a group of students with examination anxiety and discovered that structured psychodrama was as effective as systematic desensitization in treating test anxiety (EJ 221 071). Reister, et al., found no difference in effectiveness between rational behavior therapy and systematic desensitization in the treatment of test anxiety (EJ 171 264). Rogers has had significant success at Northern

*Counselor's anxiety affects students*

Kentucky University with Rational Emotive Therapy (RET) for overcoming test anxiety. He notes that the causes of test anxiety frequently stem from the illogical or unrealistic demands that some students place on themselves. RET emphasizes the interrelationships between our belief systems and our emotions (ED 177 200).

Carr challenges the prevailing view of test anxiety as the student's problem. He theorizes that test anxiety is the result of the university's struggle to maintain power over the students and suggests preventive or developmental counseling strategies that can be used to liberate student growth and learning (ED 144 959). Morin describes a group desensitization program. He believes that the group approach is an efficient and effective method of attacking test anxiety. In addition to presenting his program in detail, Morin also discusses the role of the counselor as a facilitator of such programs in preventative mental health (ED 074 406).

*Group approach effective in treating test anxiety*

Math Anxiety

In a provocative article on counseling the math anxious, Tobias and Donady describe extensive programs that were instituted at Wesleyan University and Wellesley University to help women students overcome emotional and acculturated impediments to learning college-level math. The key to success in dealing with math anxiety, they conclude, lies in public acknowledgement that math avoidance is inappropriate in college educated adults, and that math anxiety needs to be confronted in order to be cured. Thus, the establishment of a Math Clinic can go far toward changing the attitudes and behaviors of an entire campus. The following processes were the key elements in the programs at Wesleyan and Wellesley: desensitization; immersion; psychological support; and innovative, non-

*Math avoidance inappropriate for educated women*

threatening teaching (EJ 169 323). Dellens discusses ways of dealing with math anxiety through a learning center (ED 176 963) and Bayliss describes a Mathephobia workshop designed for academically disadvantaged women students in career education. Counseling strategies were designed for the workshop to identify math anxiety, encourage the sharing of problems, and promote continued group support after the workshop ended (ED 180 522).

## Women and Stress

*Modern woman under stress*

The modern woman is confronted with a bewildering array of options and choices--should she marry or stay single?. . .pursue a graduate degree?. . .stay home and raise a family?. . .return to work and raise a family?. . .have children or remain childless?. . .enter a career traditionally dominated by men and fight to gain acceptance in their world? Increasing numbers of women are seeking professional help as they attempt to come to grips with the inevitable stress that accompanies all of this peripatetic and scary decision-making. This ERIC search has only a few citations about how counselors can help women cope with stress--but the documents are substantive and thought-provoking, and represent a good beginning.

DeWitt and Colasurdo designed and field-tested a prevocational program of recruitment, instruction, advising, counseling, and placement for women considering careers in science and technology fields. Further objectives were to assist women directly to cope with constraints inhibiting them from entering such fields and to compile the program elements and project results into a useful, transportable guide for use by other institutions of higher education. The project was deemed successful and led to the increased conviction that college supportive systems are necessary and

crucial if such a project is going to succeed (ED 186 652).

Belle, et al., report that stress appears to jeopardize the mental health and maternal behavior of low-income mothers, resulting in serious damage to the mother-child relationship and increasing the risk of maternal depression. Their extensive study on the stresses experienced by low-income mothers revealed that stress and depression affect the nurturant behavior of these mothers (ED 166 604).

*Feminist goal of autonomy can produce conflict and anxiety*

Sacks and Eisenstein studied the conflict and anxiety that women typically experience when they seek to realize the feminist goal of autonomy, defined as self-interested decision-making. They studied fifteen women over a year's time and concluded that group experience, using life-space drawings and force-field analyses, reduces anxiety and fosters autonomous decision-making, and aids these women greatly in their attempts to achieve individual autonomy (ED 145 294).

Benjamin and Levy analyzed the experiences of 60 women over 30 years of age (30 graduate students and 30 undergraduate students) who returned to college after being out of school at least four years. These women were confronted by numerous institutional barriers, including inadequate student services, limitations on financial aid, and admission practices and screening procedures that discriminated against older students and women. They also encountered situational barriers, including unfamiliarity with the system, financial need, time management and role strain, child care problems, and rusty skills. Support from the reentry woman's family and friends was cited as crucial to her ability to cope with the stress that she must experience when returning to college (ED 185 934).

*Support from family and friends crucial to reentry woman's success*

## Marriages Under Stress

Even the best marriages are likely to undergo periods of stress. Price-Bonham and Murphy have written a thoughtful and illuminating article on a common modern-day problem that often leads to stress: the dual-career marriage, wherein both husband and wife pursue careers while seeking to maintain a family life. The dual-career family has emerged as a result of the wife's desire for a professional career in addition to family responsibilities. Price-Bonham and Murphy note that, when compared with traditional families, stress in dual-career families appears to be high. This stress is viewed as intrinsic not to the family's structure, but rather to the relationship between this pattern of life and the larger society. The dual-career family pattern gives rise to some role modification that generally leads to stress. These authors also note several of the dilemmas confronted by dual-career families, as well as an equally long list of the gains that can result from this relatively new style of family life. In addition, they speak to the implications for the clinician/counselor who becomes involved in a therapy situation with such a marriage/family. The interaction of the personal values of clinicians and clients must be a crucial concern of the therapist. These values are basic, with other issues often deriving from them (EJ 223 060).

*Dual-career marriage leads to stress*

Hornung and McCullough examined the consequences of status inconsistency in marriage, i.e., the differences between husbands' and wives' educational and occupational status. They concluded that status inconsistency is the most important variable for explaining life and marital dissatisfaction, although the consequences of status inconsistency differ for men and women and are conditional on the individual's achievement orientation (ED 154 289).

Kressel discusses the psychological stresses of divorce and notes the implications for marriage counselors and clinicians. He urges counselors to be wary of diagnostic fallacy and to realize that most people are undergoing a *normal* and *temporary* reaction to a stressful life event, rather than suffering from acute, pathological mental illness. He also urges counselors to emphasize the concrete and practical issues involved in divorce, including economic and legal concerns of patients (EJ 221 211).

*Divorce is stressful life event*

## Sex and Stress

People who suffer from stress in relation to sex usually experience some form of sexual dysfunction in their lives. In recent years group systematic desensitization has been a successful technique for treating sexually dysfunctional people, including primary and secondary nonorgasmic women. Sotile, et al., conducted research to determine if different treatments build upon one another for additional treatment gains. They studied 22 nonorgasmic women who had achieved positive treatment effects for their sexual problems as a result of group desensitization. Treatment was carried further when six of these women were invited to participate with their partners in a six-session sexual-enhancement workshop. The purpose of the workshop was to promote sexual communication. Following the workshop the six women reported a significant decrease in their sexual anxiety (EJ 171 232).

*Sexual stress can lead to dysfunction*

Kaplan believes there is an urgent need to develop more effective treatment techniques for the often ignored and highly stressful condition known as "hypo-active sexual desire." Research and treatment in sex therapy have always focused on the excitement and orgasm phases of male and female sexual response, and have ignored the desire phase. Disorders in sexual desire do not respond as

*Problem of hypo-active sexual desir often ignore*

readily to conventional sex therapy techniques as do disorders in the excitement or orgasm phases of sexual activity. Kaplan notes in this substantive article that the anxiety associated with inhibition of sexual desire tends to be more tenacious and profound than the anxiety associated with orgasm and excitement phase disorders. She concludes that brief, psychosexual therapy is ineffective with the person suffering from a low libido, but that it will often motivate such a client to seek more profound and lengthy help that extends beyond the area of sexuality (EJ 165 549).

*Anxiety associated with lack of desire tenacious and profound*

Berger suggests a model for social work intervention with the anxiety-ridden homosexual based on the premise that homosexuality is a legitimate variation of life-style (EJ 165 566). Apfelbaum illustrates an ego-analytic strategy for treating a couple with sexual problems that may be successful when strictly behavioral sex therapy has failed (EJ 162 018). Frank and Kupfer examined the differences between couples seeking marital therapy and those seeking sexual dysfunction therapy. Results of their study indicate that a common feature of all couples seeking therapy is a considerable divergence in the way the partners view the marriage. They believe that this discrepancy may represent a baseline judgment of the quantity of sexual and marital discord and stress, and may provide a set of ratings for assessing change in the process of therapy (EJ 146 066).

*Couples seeking therapy often view their marriage differently*

## Children and Stress

Seiler and Renshaw urge that children suffering from undue stress practice "Hatha Yoga." They present a series of simple strategies to reduce tension, relieve stress, produce calmness, and promote better interpersonal relationships. A sample lesson and suggestions for counselors are included in their article (EJ 181 028).

*Hatha Yoga good for kids under stress*

Klingman discusses the type of stress children undergo at the time of either a natural or man-made disaster. He believes that schools should implement anticipatory intervention principles to meet the psychological needs of teachers, pupils, and parents who must cope with the extreme stress that results from such a disaster (EJ 186 562). Fletcher presents a technique called the "Glasser Discussion Method" that reduces anxiety and defensiveness among elementary school students and encourages them to discuss and take responsibility for various problems they face in school. The motivation and self-concepts of students are improved when this technique is utilized (ED 113 621). Newberger and Hyde summarize data and research on child abuse pertinent to child health practice. They address issues of program and policy development while noting that the knowledge base about how to treat and prevent child abuse is conceptually and methodologically limited. They conclude that the coordinated, interdisciplinary management of child abuse among various helping professionals may reduce the toll of reinjury while children stay in their own homes (ED 103 564).

*Elementary students can reduce stress*

## Health-Related Stress

### Stress and the Dying

Heller and Schneider describe and evaluate a program that attempted to help the families of terminally ill children cope with their highly stressful situation. The premise of the program was that with a modest amount of professional support and training, the families of dying children could be helped through peer counseling. This program was moderately successful, despite the lack of support from medical personnel in the hospital where it was implemented--physicians rarely referred families to the program. Nonetheless, the goal of helping ordinary families cope with periods

*Peer counseling helps families of dying children*

of stress, without having to submit to time-consuming, expensive individual counseling or therapy, was achieved with the small but enthusiastic number of people who participated (EJ 177 241).

*Counseling of dying patient new in last 20 years*

In a fascinating article about spiritual values and death anxiety, Gibbs and Achterberg-Lawlis note that the treatment of the dying patient has been systematically studied only during the past 20 years, despite the obvious implications of such research for humankind in general. The goals of their research were to develop a clearer understanding of the factors influencing adjustment to death for terminally-ill individuals in a minority population, and to broaden understanding of the effects and importance of religious orientation on coping with terminal disease and death anxiety. They reached two important conclusions. (1) Religious values may be a determining influence on death fear. A strong religious belief system appears to provide emotional security, even if denial is a by-product. (2) Previous experience with the death of a close person appears to reduce the fear associated with one's own death. The fear-quelling potential of such an experience appears to cut across class and ethnicity. Based on the conclusions of their study, the authors suggest several vital points to be considered by counselors in their relationships with dying patients (EJ 221 080).

Robinson discusses a seventh-grade program that assists counselors to develop successful approaches for helping students cope with the death of a close friend or relative. She believes that developmental counseling programs should be established at various age levels (EJ 175 413). Bascue, et al., found that although many rehabilitation counselors report that they frequently encounter client death concerns, they have not been given training related to death counseling. The counselors' experiences, in contrast to their limited training, support the addition of skill-training in death counseling in counselor preparation programs (EJ 167 487). Bugen investigated the moderating effect of high and

*Counselors need more training in counseling the dying*

low anxiety on counselor perceptions of stages of dying. Results indicated that counselors with high death anxiety, when compared with counselors with relatively low death anxiety, perceived terminally ill patients to be more denying, more angry, less accepting, and less hopeful (EJ 223 017).

Disabled People and Stress

*Disabled under stress*

Stress plays an important role in the life of the disabled person. While such a person's need for adjustment and adaptation in most areas of life is fairly well understood and has been discussed and described extensively, what is less well understood is that each demand for adaptation and adjustment is associated with varying degrees of stress. Goodwin notes that stress is a factor in the onset, development, and recovery of almost every disease and illness resulting in disability. Stress is experienced in the rehabilitation process whenever the disabled person is confronted with the need for adaptation and change. Helping disabled persons cope with the stress associated with the many demands for physical, social, family, psychological, sexual, and environmental adjustment is an important task for the rehabilitation counselor. Goodwin suggests that rehabilitation counselors learn relaxation skill training, incorporate it into their own lives, and then share this skill with disabled clients. He urges counselors to help clients find an effective relaxation skill that is personally suitable to them so that they are motivated to pursue and integrate the skill into their daily schedule (EJ 221 225).

*Relaxation training helps disabled cope with stress*

Isralsky, et al., explored the vocational development, self-concept, and vocational adjustment of persons with cystic fibrosis (EJ 215 781). Vander Kolk discusses the physiological and self-reported reactions of counselors-in-training to five disabled clients. The relationship of the stress levels

of counselors-in-training to counselor practice, education, and in-service education are examined (EJ 162 003). Cook suggests that an analysis of two variables--counselor anxiety and counselor tolerance of ambiguity--should be taken into consideration in rehabilitation counselor selection procedures. He has developed a paradigm using counselor/client anxiety and tolerance of ambiguity interactions, and offers reasons for incorporating the variables in counselor research and supervision. (ED 158 177).

*Parents of deaf-blind children experience stress at critical stages in child's life*

Hammer presents case studies of the stress experienced by parents of deaf-blind children. He reports that these parents have common needs and experience specific critical times of stress as their child matures. The critical times that are likely to increase parental stress, such as the birth of the child, and the discovery of the handicap, and the point when the child reaches adulthood and the parents begin to fear they will outlive their child, are also cited. Hammer offers many suggestions for meeting the emotional and practical needs of such parents (ED 084 728). Hallenbeck conducted a study of the emotional reactions of blind persons to their loss of vision. She concluded that the acceptance of visual loss and rehabilitation are facilitated when the blind person's emotions are involved in the grieving process, when the subject receives guidance during the early critical phase, and when the facts of the disability are clearly delineated to the individual (ED 025 076).

*Social skills training aids chronic seizure-disorder patients*

Smith discusses an innovative program at the University of Washington Epilepsy Center which employs group social skills training procedures to ameliorate the psychosocial problems of chronic seizure-disorder patients. The procedures taught in the program's social skills classes, are described in detail, and derived from clinical behavior therapy and established self-control and stress-management techniques (ED 169 396).

## The Counselor's Role in Health Care and Stress Reduction

*Physical health expanding horizon for counselors*

Allen believes that physical health is an expanding horizon for counselors. He suggests that clinical medicine as we now know it must be drastically reshaped--it simply does too little for most people at too great a cost. The answer to this problem according to Allen, lies in supplementing clinical medicine with a realistic and effective system of health promotion. This is the point where counselors can be most helpful--counseling strategies can be crucial aspects of the treatment process for physical illness. The counselor's skill in dealing with anxiety can emerge as a valuable resource in the battle against pain (EJ 165 537).

*Healthy mind requires healthy body*

Cohen reminds us that, according to Roman belief, a healthy mind can survive only in a healthy body. She notes that it has become increasingly clear that there are limits to the purely medical point of view. Physical illness can be the direct result of prolonged and unrelieved stress--stress that has pushed the individual beyond his/her ability to cope. One promising area of research cited by Cohen as important for counseling and guidance professionals is the role of social support in helping the individual cope with stress. Traditional support systems--family, social group, culture--have been weakened by the mobility of our modern society. Social support is defined as the information that leads individuals to believe they are cared for, loved, esteemed, and valued, and belong to a network of communication and mutual obligation. Social support alleviates the effects of various types of stress. Cohen offers several suggestions to counselors about how to help individuals increase their avenues of social support, and thereby lessen the stresses in their lives. First, she asks the counselor to function as a conduit of practical information for the client. Second, she believes the

counselor must act as a confidant, an informed listener, and an interpreter of the client's experience. This supplies the social stroking missing from the client's life and helps to build self-esteem and confidence. Third, she tells the counselor to analyze the client's situation and construct a "vulnerability profile" to help define weaknesses and predict potential problem areas. Cohen strongly urges counselors to learn about stress and coping theory as it relates to physical health and then incorporate what they have learned into their work with clients (EJ 184 625).

*Elementary counselors urged to adopt holistic approach to health*

Dinkmeyer and Dinkmeyer, in an article addressed to elementary school counselors, urge them to adopt a holistic approach to health in their work with students. They note that stress produces as many difficulties as germs do, and that utilizing the relaxation response along with yoga may stimulate an inner healing power that reduces stress. They also believe that biofeedback and an orthomolecular approach to health (vitamin therapy) can both be important components of holistic health counseling (EJ 215 798). Carlson believes that helping professionals need to shift from a remedial/reactive model to a proactive/wellness approach to mental and physical health. Training in the diagnosis and creation of health must occur. Carlson calls this transpersonal counseling and further defines it as "concern with what one can do well and with helping people to learn additional positive health strategies" (EJ 215 794).

## Job-Related Stress

### Counselor Trainee Anxiety

A wealth of information is available in this search on the effects that high anxiety levels can have on counselors-in-training. Most of the research in this area supports the contention that there

is a negative relationship between measures of anxiety and factors related to counseling effectiveness. Bowman, et al., note the importance of students profiting maximally from the client contacts they experience while in training. They conducted an investigation to determine if counselor trainees experience anxiety in their initial counseling interview--a premise previously assumed by many but not documented. The results of their investigation established the existence of anxiety in the initial counseling interview and showed that this anxiety has physiological and verbal-cognitive dimensions. They believe their findings lay a foundation for further research into the effects of counselor-trainee anxiety on counseling performance (EJ 219 373).

*Counselor-trainee anxiety affects counseling performance*

Jansen and Litwack believe that counselors-in-training who have a positive view of themselves and who feel relaxed may be able to use their counseling skills more effectively. They assessed the effects of assertive training on Master's level students preparing to enter school counseling positions. Results indicated that assertive training was an effective means of reducing perceptions of interpersonal anxiety and increasing a person's perceived ability to communicate (EJ 209 162).

Cook and Kunce reached the conclusion that counselor trainees who view expert models exhibit marked decreases in anxiety during participation in a counseling interview. They note that several studies indicate that counselor anxiety is associated with ineffective counseling and that such anxiety is most prevalent in beginning counselors. In their study they hypothesize that coping models (counselors who initially exhibit anxiety and then overcome it) may be more effective than expert models. The results only confirm that both types of models are effective in reducing counselor trainee anxiety (EJ 181 067). According to Mooney and Carlson, numerous reasons cause inhibiting

*Anxiety prevalent in beginning counselors*

and disruptive anxiety in counselor trainees and result in many therapeutic and supervisory impasses. They suggest that more research be done using systematic desensitization, hypnosis, and biofeedback as possible methods for effectively reducing counselor anxiety (EJ 146 200). Kreiser's research in the same area, however, revealed that counselor trainee anxiety had little effect on empathy level or interrogation, but some effect on structuring behavior and "activity not relevant to the task of counseling" (ED 156 997). Carter and Pappas compared the effects of systematic desensitization, sensitization, and no-treatment on the reduction of beginning counselors' anxiety. Analysis of the results showed no differences between the first two treatment groups--both were equally successful in significantly reducing counselor anxiety, especially in comparison with the no-treatment group (ED 068 886).

Counselor Stress and Burnout

Burnout has been defined as a wearing out, exhaustion, or failure resulting from excessive demands made on energy, strength, or resources (EJ 172 339). Daley takes this definition a step further to include a particular job situation, thus defining burnout as a reaction to job-related stress that varies in nature with the intensity and duration of the stress itself. A common example of this type of burnout would be workers who become emotionally detached from their jobs and ultimately leave them altogether. Based on this definition, Daley conceptualizes burnout as a dynamic process and identifies various stages in its development: (1) the worker makes a sharp distinction between personal and professional life, never discussing work at home; (2) the worker minimizes his/her involvement with clients by keeping a physical distance and sharply curtailing interviews; and (3) the

*Burnout reaction to job-related stress*

worker becomes a petty bureaucrat, viewing clients as cases rather than people. Another major sign of burnout is the exertion of increasing amounts of effort with diminishing levels of accomplishment. Daley notes that the job of the protective services worker/counselor is particularly stressful and is likely to result in burnout. He offers the following suggestions for preventing burnout: sanctioned time-outs, or time away from the job; supervisory support; peer group support systems; and the judicious rotation of job assignments (EJ 213 891).

*Counseling stressful job*

Freudenberger also has several suggestions for combating burnout among helping professionals--in this instance, child care workers. He discusses emotional and practical stress factors confronting child care workers; makes recommendations to agencies on ways to improve administration-worker communication and staff training; and emphasizes the need for clear-cut goals, schedules, and work routines. He also suggests ways for workers to protect themselves from burnout (EJ 172 339).

Helwig suggests that as a counselor's role conflict and role ambiguity increase on-the-job, so does his/her job dissatisfaction. As privacy in counseling facilities decreases and time for counseling activities lessens, role conflict and role ambiguity increase. In other words, if counselors are given more privacy and allowed to spend more time doing counseling rather than paperwork, the likelihood of their suffering from burnout lessens dramatically (EJ 204 212). Brown describes stress and its effect on the counselor. He advises the use of relaxation training, assertive training, biofeedback, and hypnosis (EJ 158 384). Price believes that counselors are in a unique position to effect change in their own, as well as others', lives. He makes several extremely useful suggestions to school counselors about how to overcome frustrations with excessive administrative tasks, and how

*Counselors need more privacy*

to cope with other common problems that plague the profession. He admonishes counselors to embark upon a program to retread, regroup, and renew enthusiasm for counseling (EJ 158 382).

*Counselors admonished to renew enthusiasm for counseling*

Berger, et al., report on the highly successful Tazwood Center for Human Services in Illinois. They describe administrative interventions which alleviate excessive stress and strain in the system and provide for growth experiences that prevent stagnation among the staff. The focus of their report is on the following key elements which contribute to the viable working environment of the Center: (1) participative management, (2) inservice training based on staff needs assessment, (3) weekly staff meetings to deal with interpersonal conflict, (4) annual evaluations, (5) responsibilities of the supervisors, (6) communication patterns, and (7) support systems. The Tazwood staff are overwhelmingly positive in their ratings of personal job satisfaction (ED 179 889).

Teachers Under Stress

Three articles in this ERIC search address the issue of teachers and stress. Leffingwell identifies sources of stress in middle school teachers according to physiological, psychological, and social dimensions of life. Teachers are often fatigued and do not have the time to relax and unwind--this can be stress-producing. Teachers usually eat on-the-run and meet other biological needs according to a bell schedule rather than a personal schedule--this can reduce their effectiveness in the classroom. Teachers are always trying to please students, parents, administrators, and their fellow teachers--this can drain them physically and emotionally. Attempting to meet the needs of too many people can lead to feelings of frustration and a general sense of helplessness. Leffingwell offers a long list of useful suggestions for counselors who are called upon to help teachers

*Teachers need to relax and unwind*

cope with and relieve stress. He notes that the most important task of the counselor is to offer genuine, warm, empathic understanding to the teacher (EJ 199 276).

Dowling and Sheppard address the subject of teacher training. They view anxiety as the chief difficulty in the conventional training process and suggest ways in which this anxiety might be alleviated through regular counseling of teachers-in-training (ED 136 561). Eder assessed the effectiveness of group counseling treatment on the manifest anxiety levels of elementary school student teachers. He randomly assigned 44 volunteer student teachers to three groups: (1) an experimental counseling group, (2) a Hawthorne seminar control group, and (3) a control group. Results showed that members of the counseling group achieved significantly higher ratings than those in the other groups on "innovativeness" and "potential as a teacher" (ED 052 170).

*Anxiety key problem for teachers-in-training*

## Counseling Techniques for Reducing Stress

Specific counseling techniques for reducing stress abound in this ERIC search. Podolnick, et al., advocate a psychodynamic approach to brief therapy (EJ 224 515), and Gomes-Schwartz examined the impact of brief therapy on college students exhibiting depression, anxiety, and social introversion (EJ 221 055). Hurley cites recent research regarding people's ability to control their autonomic nervous system, as well as their affective domain, by learning to generate anti-stress responses utilizing such methods as hypnosis, biofeedback, and trophotropic response (EJ 223 100). Shelton and Madrazo-Peterson found that paraprofessionals could conduct systematic desensitization with clients in a high quality, cost-effective manner (EJ 220 745). McManus utilized audio-taped desensitization for the modification of speech and communication anxiety (ED 138 852); Israel, et al., used semantic desensitization therapy

to lower the anxiety of snake- or spider-phobic subjects (EJ 173 157). Leventhal describes a counseling technique which entails in vivo desensitization and uses peer or social models to both elicit and extinguish anxiety, and aid in the development of alternative behaviors (ED 054 465).

*Counseling techniques abound for stress reduction*

Scherer, et al., employed relaxation training along with systematic desensitization to reduce tension and anxiety in phobic persons (EJ 210 591). Downing discusses the use of the relaxation process in counseling with emphasis on relaxation as a tool for building self-confidence and a catalyst for behavior change (ED 056 321). Arnold and Parrott introduced an exploratory group treatment program using stress management and interpersonal-skills training for welfare rehabilitation clients. The program was designed to reduce job-interview stress and provide relevant skills to the participants (EJ 195 821). Keith and Whitaker describe two methods for breaking out of therapeutic impasses--"absurdity" and "acting-in" (EJ 175 271). Hamilton and Bornstein successfully treated a 25-year old male suffering from pervasive anxiety with a modified, induced-anxiety procedure (EJ 173 158).

McGowan found that the "Self-Directed Search," an instrument developed by Holland, was effective in reducing career indecision in high school students (EJ 158 426). Shaffer, et al., evaluated the relative efficacy of both group and individual cognitive behavior therapeutic approaches in treating anxiety and depression (ED 183 974). Schindler discusses behavioral bibliotherapy and compared it with assertiveness training as a means of reducing anxiety in clients. Both techniques were found to be equally effective (ED 177 396). Carmody compared the effectiveness of rational-emotive, self-instructional, and behavioral assertion training in treating subassertive adults (ED 156 960). Boudewyns used two techniques--flooding and implosive therapy--to treat two patients, one suffering

from a mild phobia against dentists and dental offices, and the other with a severe anxiety neurosis. The flooding technique worked in the former case, while the more complex case responded to the implosive therapy (ED 099 699).

## Implications for Counselors

*Counselors incorporating stress management techniques into work with clients*

This review of the ERIC literature on stress reveals that counselors are incorporating stress management techniques into their therapeutic work with clients, and are learning how to cope with the stress that affects their personal and professional lives as well.

Counselors are achieving increasing success in helping students cope with and eliminate debilitating test anxiety and have been instrumental in the establishment of math clinics on college campuses that assist women in overcoming emotional and acculturated impediments to learning college-level math. Counselors are seeing university students through identity crises and implementing techniques such as "practice dating" to help dating-anxious college men improve their relationships with the opposite sex. Women are turning to counselors for guidance as they come to grips with the inevitable stress that accompanies the myriad choices and options in the world they inhabit today.

People whose marriages are in trouble, who are in the process of divorce, or who have problems in their sex life are usually undergoing severe anxiety, and counselors can be of great help to them as they struggle to come to terms with the sources of and solutions to their stress. Even children suffer from unnecessary anxiety, and counselors are urged to utilize techniques such as Hatha Yoga to help children diminish the stress in their lives. Individuals with health problems, including the disabled and the terminally ill, and their families, are particularly vulnerable to

stress. Counselors can become an important part of their overall health care, offering them crucial therapy not always available from medical practitioners.

Counselors need to learn all they can about stress and its relationship to physical health; the documents in this ERIC search suggest that this is the wave of the future. Stress is inextricably tied to a person's mental and physical well-being, and helping professionals can play a key role in stress reduction, thus contributing immeasurably to the promotion of good health.

*Stress tied to mental and physical well-being*

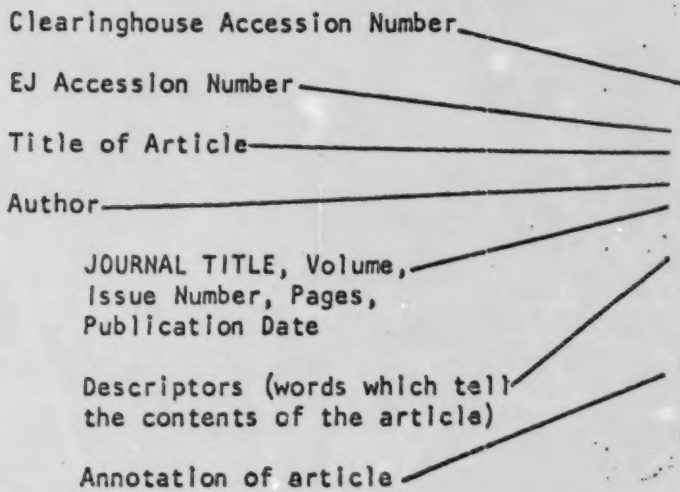
Almost everyone will encounter job-related stress at some point in their working lives. Counselors are particularly vulnerable to stress and burnout. At the beginning of their careers, counselors-in-training are apt to experience anxiety that blocks the effects of the clinical training that is supposed to transform them into perceptive and caring professionals. Much research has been done, and it is reflected in this ERIC search, to help counselor-trainees learn to overcome their initial anxiety. Practicing counselors who suffer from stress and burnout often become emotionally detached from their jobs and ultimately leave them altogether. Counselors are encouraged to utilize a variety of techniques to avoid or overcome this common malady, including relaxation training, assertiveness training, and hypnosis.

Teachers and teachers-in-training are also commonly victims of on-the-job stress. Counselors can be of great help to teachers who are constantly fatigued and physically and emotionally drained from the daily stress of their jobs.

If, as Selye tells us, stress is a pervasive aspect of living that cannot be avoided, then all awake and aware counseling professionals must stay abreast of new theories and techniques as they appear on the horizon. Stress is truly a "hot topic" today, but it is not one that is likely to fade into

the obscurity usually reserved for the latest fads. Stress is here to stay. As counselors learn more about how to help people manage and/or reduce the stressors than can affect their physical health, job performance, academic performance, marriage, and personal relationships, they will be able to successfully fulfill the mission of improving their clients' lives.

FORMAT OF
CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)


Clearinghouse Accession Number
EJ Accession Number
Title of Article
Author
JOURNAL TITLE, Volume, Issue Number, Pages, Publication Date
Descriptors (words which tell the contents of the article)
Annotation of article

EJ125694 CG509354
Revitalizing the Career Information Service
Reardon, Robert C.; Minor, Carole W. Personnel and Guidance Journal; 54; 3; 169-171 Nov 75
Descriptors: *Vocational Counseling/ *Information Dissemination/ *Educational Planning/ *Job Placement/ *Career Planning/ Program Descriptions/ Guidance Services/ Higher Education/ Information Sources/ College Students
The authors describe the Curricular-Career Information Service (CCIS), which is an outreach, self-help, multimedia-based and preprofessional-staffed career guidance service. CCIS consists of five instructional modules which relate to the following student problems: uncertainty about major, relationship of major to jobs, finding a job and information on occupations. (Author/SE)

* Journal articles are available only in the journals cited. The articles are not on microfiche.

Print 19/5/1-75
DIALOG File1: ERIC 66-80/Nov (Item 1 of 75) User 1210 9dec80

EJ224515 SP509412
**A Psychodynamic Approach to Brief Therapy.**
Podolnick, Edward E.; And Others
Journal of the American College Health Association, v28 n2 p109-13 Oct 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
The structure of a mental health program designed to treat patients for a prescribed length of time with a clear cutoff point is described. (JD)
Descriptors: Anxiety/ *Behavior Change/ *Clinical Diagnosis/ *Colleges/ Counseling/ Emotional Problems/ Mental Health/ *Psychotherapy/ *School Health Services

EJ223259 CG518440
**Symptom Characteristics of Counseling Center and Mental Health Service Clients.**
Aniskiewicz, Albert S.
Journal of Counseling Psychology, v26 n4 p355-58 Jul 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Students requesting personal counseling at a counseling center and a university mental health service were administered the SCL-90, a self-report symptom rating scale. Results indicate no significant difference between users of the counseling center and of the mental health service when compared on distress associated with presenting symptoms. (Author)
Descriptors: College Students/ Comparative Analysis/ *Counseling Services/ *Disclosure/ Guidance Centers/ *Individual Characteristics/ *Mental Health Clinics/ Psychotherapy/ *Stress Variables/ Universities
Identifiers: *Symptoms

EJ223179 CG518360
**A Rational-Emotive Approach to Occupational Mental Health.**
Weinrach, Stephen G.
Vocational Guidance Quarterly, v28 n3 p208-17 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Occupational mental health deals with the quality of life associated with work. This article demonstrates how rational emotive therapy can be applied to occupational mental health, and suggests counselors be sensitive to stress of work as well as home. (Author/JAC)
Descriptors: Case Studies/ *Coping/ *Counseling Techniques/ Counselors/ Employees/ Group Counseling/ *Job Satisfaction/ *Rational Emotive Therapy/ *Stress Variables/ *Work Environment

EJ223100 CG518281
**Differential Effects of Hypnosis, Biofeedback Training, and Trophotropic Responses on Anxiety, Ego Strength, and Locus of Control.**
Hurley, John D.
Journal of Clinical Psychology, v36 n2 p503-06 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); CONFERENCE PAPER (150)
College students were randomly assigned to one of four groups: hypnotic treatment, biofeedback treatment, trophotropic treatment, and control. Results indicated hypnosis was more effective in lowering anxiety levels. With regard to increasing ego strength, both the hypnotic and biofeedback training groups proved to be significant. Presented at the Massachusetts Biofeedback Society Meeting, March 1979. (Author)
Descriptors: *Anxiety/ Behavior Modification/ College Students/ Comparative Analysis/ *Counseling Effectiveness/ *Hypnosis/ *Locus of Control/ *Relaxation Training/ *Self concept/ Self Control
Identifiers: *Biofeedback

EJ223074 CG518255
**Counseling Students with the Homesick Blues.**
Johnson, David Pittman
College Student Journal, v14 n2 p159-66 Sum 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Seeks to assist college counselors and administrative personnel in identifying problems related to homesickness. A cognitively oriented theoretical base is used. Recommendations are made regarding structures and procedures for greater student retention. (Author/JC)
Descriptors: *Adjustment (to Environment)/ *Anxiety/ Behavior Change/ College Students/ Competence/ *Counseling Techniques/ Higher Education/ Interpersonal Relationship/ Psychosomatic Disorders/ *School Phobia
Identifiers: *Homesickness

DIALOG File1: ERIC 66-80/Nov (Item [illegible] of 75) User 1210 9dec80

EJ223060 CG518241
**Dual-Career Marriages: Implications for the Clinician.**
Price-Bonham, Sharon; Murphy, Donald C.
Journal of Marital and Family Therapy, v6 n2 p181-87 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Discusses the unique characteristics of dual-career marriages/families. These familial units are identified as a high stress group presenting unusual challenges to the clinician. Specific implications for the clinician include: (1) values of therapist and clients; (2) critical issues; and (3) assets and liabilities. (Author)
Descriptors: Counselors/ *Employed Parents/ Employed Women/ Family Counseling/ *Family Relationship/ *Marriage Counseling/ Role Conflict/ Spouses/ *Stress Variables
Identifiers: *Dual Career Marriages

EJ223017 CG518198
**State Anxiety Effects on Counselor Perceptions of Dying Stages.**
Bugen, Larry
Journal of Counseling Psychology, v26 n1 p89-91 Jan 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Investigated the moderating effect of high and low anxiety on counselor perception of stages of dying. After completing the A-state scale, subjects observed a terminally ill speaker. Results indicated that high-anxious subjects, when compared with low-anxious, perceived the speakers as more denying, more angry, less accepting, and less hopeful. (Author)
Descriptors: *Affective Behavior/ *Anxiety/ *Counselor Attitudes/ Counselors/ *Death/ Developmental Stages/ *Perception

EJ223016 CG518197
**Counselor Trainee Anxiety during Counseling.**
Bowman, James T.; Roberts, Gayle T.
Journal of Counseling Psychology, v26 n1 p85-88 Jan 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Compares counselor trainees' anxiety during a counseling interview and conversation to determine the degree of counselor anxiety during a counseling interview. Results suggest trainees are more anxious during counseling. Trainees' expectations account for their anxiety. Habituation physiological and self-report data may be useful in identifying trainees who will experience anxiety. (Author/BEF)
Descriptors: *Anxiety/ Counselor Attitudes/ *Counselor Training/ *Counselors/ *Interviews/ *Measurement Techniques/ Physiology/ Self Evaluation (Individuals)/ Stress Variables

EJ221225 CG518160
**Stress Management for Rehabilitation Clients.**
Goodwin, Lloyd R., Jr.
Rehabilitation Counseling Bulletin, v23 n3 p193-200 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Stress-related disorders account for many of today's illnesses and disabilities. People with disabilities are confronted with many additional potentially stressful situations not experienced by the nondisabled population. Rehabilitation practitioners need to teach relaxation skills to their disabled clients as part of the rehabilitation process. (Author)
Descriptors: *Behavior Modification/ *Counseling Techniques/ Counselor Role/ *Disabilities/ *[illegible]ation Counseling/ *Relaxation Training/ *Stress Variables

EJ221211 CG518146
**Patterns of Coping in Divorce and Some Implications for Clinical Practice.**
Kressel, Kenne
Family Relations, v29 n2 p234-39 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); REVIEW LITERATURE (070)
On the basis of a three-year research project on the social-psychological aspects of divorce, characteristic patterns of individual and marital coping response to the stresses of divorce are described. Implications for clinical practice are discussed. (Author)
Descriptors: Adults/ *Behavior Patterns/ *Coping/ Counseling Techniques/ *Counselor Role/ *Divorce/ *Responses/ *Stress Variables/ Therapists

EJ221083 CG518018
**Effect of Counselor Attire in an Initial Interview.**
Hubble, Mark A.; Gelso, Charles J.
Journal of Counseling Psychology, v25 n6 p581-84 Nov 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined effects of counselor attire on clients' state anxiety, willingness to self-disclose, and counselor preference. Counselor attire was traditional, casual, and highly casual. Clients experienced lower anxiety with counselors in casual v highly casual attire. No differences emerged between traditionally and casually attired counselors. Client dress was crucial moderator. (Author/BEF)
Descriptors: *Anxiety/ *Clothing/ *Counselor Client Relationship/ Counselors/ *Disclosure/ Females/ Males/ *Perception/ Psychotherapy

EJ221080 CG518015
**Spiritual Values and Death Anxiety: Implications for Counseling With Terminal Cancer Patients.**
Gibbs, Harriett Weidman; Achterberg-Lawlis, Jeanne
Journal of Counseling Psychology, v25 n6 p563-69 Nov 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Results indicate cancer patients depend strongly on perceived strength of religious beliefs and values in coping with imminent death. Low fear of death was associated with previous experience with a dying person. Death anxiety scale score for cancer patients was significantly lower than for other populations. (Author/BEF)
Descriptors: *Anxiety/ Cancer/ *Coping/ Counseling Effectiveness/ *Death/ *Patients/ *Religious Factors/ *Values
Identifiers: *Death Anxiety Scale

EJ221071 CG518006
**Effectiveness of Structured Psychodrama and Systematic Desensitization in Reducing Test Anxiety.**
Kipper, David A.; Giladi, Daniel
Journal of Counseling Psychology, v25 n6 p499-505 Nov 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Students with examination anxiety took part in study of effectiveness of two kinds of treatment, structured psychodrama and systematic desensitization, in reducing test anxiety. Results showed that subjects in both treatment groups significantly reduced test-anxiety scores. Structured psychodrama is as effective as systematic desensitization in treating test anxiety. (Author/BEF)
Descriptors: *Behavior Modification/ College Students/ *Counseling Techniques/ *Desensitization/ Foreign Countries/ Psychotherapy/ Stress Variables/ *Test Anxiety
Identifiers: *Israel/ *Psychodrama

EJ221055 CG517990
**Effective Ingredients in Psychotherapy: Prediction of Outcome from Process Variables.**
Gomes-Schwartz, Beverly
Journal of Consulting and Clinical Psychology, v46 n5 p1023-35 Oct 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined impact of brief therapy with college males exhibiting depression, anxiety, and social introversion. Although patients' attitudes toward therapist and patient involvement in therapy process did not differ as function of type of therapist, the process dimension that consistently predicted therapy outcome was patient involvement. (Author/BEF)
Descriptors: *Anxiety/ College Students/ *Counselor Client Relationship/ *Depression (Psychology)/ Males/ *Methods/ Participation/ *Patients/ *Psychotherapy

EJ220864 CG517799
**Reducing Students' Fear of Mental Illness by Means of Seminar-Induced Belief Change.**
Morrison, James K.; Teta, Diana C.
Journal of Clinical Psychology, v36 n1 p275-76 Jan 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Demonstrated that through brief demythologizing, college students' attitudes toward mental illness could be changed significantly in a nonmedical model or psychosocial direction and that this attitude change apparently induced students to report a significantly reduced fear of contracting mental illness. (Author)
Descriptors: *Anxiety/ *Attitude Change/ College Students/ Counseling Techniques/ *Emotional Disturbances/ *Fear/ *Mental Disorders/ Mental Health/ Psychotherapy/ Social Psychology

EJ220745 CG517680
**Treatment Outcome and Maintenance in Systematic Desensitization: Professional versus Paraprofessional Effectiveness.**
Shelton, John L.; Madrazo-Peterson, Rita
Journal of Counseling Psychology, v25 n4 p331-35 Jul 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Anxious students were randomly assigned to a wait-list control group; to three groups aided by experienced behavior therapists; or to three groups led by paraprofessionals. Results show paraprofessionals can achieve outcome and maintenance effects equivalent to more rigorously trained professionals. Paraprofessionals can conduct desensitization in a high quality, cost-effective manner. (Author/BEF)
Descriptors: Affective Behavior/ *Anxiety/ *Behavior Change/ College Students/ *Counseling Effectiveness/ *Desensitization/ Fear/ Intervention/ *Paraprofessional Personnel

EJ220482 AA531041
**Communication Apprehension and Its Educational Implications: Some Initial Australian Data.**
Crocker, William; And Others
Australian Journal of Education, v23 n3 p262-69 Oct 1979
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
The purpose of this article is to describe the nature of communication apprehension and its academic implications, to present initial data on its incidence in Australia, and to indicate some methods used to reduce its effects. (Author)
Descriptors: *Anxiety/ College Students/ *Communication Problems/ Counseling Techniques/ Cross Cultural Studies/ Etiology/ Higher Education/ *Incidence/ Literature Reviews/ *Speech Communication
Identifiers: Australia/ *Communication Apprehension

EJ219373 CG517630
**Counselor Trainee Anxiety during the Initial Counseling Interview.**
Bowman, James T.; And Others
Journal of Counseling Psychology, v25 n2 p137-43 Mar 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined extent of anxiety experienced by beginning practicum students in their initial client interviews. Results indicated subjects were more anxious on physiological and self-report measures of anxiety during the interview than during reading. Conclusions were that the counseling interview is anxiety-evoking. Anxiety is accounted for by subjects' expectations. (Author/BEF)
Descriptors: *Anxiety/ *Counselor Training/ Counselors/ Graduate Students/ Higher Education/ *Interviews/ *Practicums/ Security (Psychology)/ *Trainees

EJ215798 CG517409
**Holistic Approaches to Health.**
Dinkmeyer, Don; Dinkmeyer, Don, Jr.
Elementary School Guidance and Counseling, v14 n2 p108-12 Dec 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
The holistic approach to health includes a spectrum of concepts that have an important influence on our health. Elementary school counselors must recognize this previously neglected need for a holistic approach. Stress, relaxation response, biofeedback, and the orthomolecular approach are discussed. (Author/BEF)
Descriptors: Children/ *Counselor Role/ Elementary Education / Health/ *Health Education/ Human Development/ *School Counseling/ Stress Variables
Identifiers: *Biofeedback/ *Orthomolecular Theory

EJ215794 CG517405
**Health, Wellness, and Transpersonal Approaches to Helping.**
Carlson, Jon
Elementary School Guidance and Counseling, v14 n2 p85-90 Dec 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Cites some of the problems of the health professions and provides guidelines useful for counselors in pursuing optional health and development. Areas of involvement of transpersonal psychology are recommended. (BEF)
Descriptors: Children/ *Elementary Education/ *Emotional Development/ Helping Relationship/ *Mental Health/ *School Counseling/ Stress Variables
Identifiers: *Transpersonal Psychology

EJ215781 CG517392
**Vocational Rehabilitation of the Person with Cystic Fibrosis.**
Isralsky, Marc; And Others
Rehabilitation Counseling Bulletin, v23 n2 p114-19 Dec 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Explored vocational development, self-concept, and vocational adjustment of persons with cystic fibrosis. The following measures of vocational development correlated with work adjustment: vocational plans, educational plans, initiative, occupational information, and average vocational development score. Vocational development did not correlate with severity of disability or self-concept. (Author)
Descriptors: Adolescents/ *Career Development/ Human Development/ *Physical Disabilities/ *Rehabilitation Counseling/ *Self Esteem/ Skill Development/ Stress Variables/ *Vocational Adjustment
Identifiers: *Cystic Fibrosis

EJ213959 CG517216
**Abortion Work: Strains, Coping Strategies, Policy Implications.**
Joffe, Carole
Social Work, v24 n6 p485-89 Nov 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Workers involved in counseling potential abortion recipients are subject to strains. The author uses observations made at one abortion clinic to conclude that these strains and methods of coping developed by staff and administration must be considered in formulating any policy on abortion. (Author)
Descriptors: *Abortions/ Adjustment (to Environment)/ *Coping/ Counseling/ *Counselor Attitudes/ *Public Policy/ Social Workers/ *Stress Variables

EJ213891 CG517148
**'Burnout': Smoldering Problem in Protective Services.**
Daley, Michael R.
Social Work, v24 n5 p375-79 Sep 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Inability to handle continued stress on the job, which results in demoralization, frustration, and reduced efficiency, has come to be termed "burnout." Explores why caseworkers in protective services are especially susceptible to becoming emotionally burned-out and describes various strategies for the management of stress and prevention of burnout. (Author)
Descriptors: Caseworkers/ *Child Neglect/ *Counselor Attitudes/ Social Responsibility/ *Social Welfare/ Social Workers
Identifiers: *Burnout

EJ210591 CG516962
**Effective Use of Relaxation Training in Dealing with Tension and Anxiety: A Selected Review.**
Scherer, Shawn E.; Pass, Larry E.
Canadian Counsellor, v14 n1 p3-5 Oct 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Relaxation training is employed in relation to systematic desensitization treatment of phobias and as a direct means of dealing with tension and anxiety. Suggests that the greatest benefit may be derived when the procedures are viewed as developing coping skill and are directly related to the individual's daily living situation. (Author)
Descriptors: *Anxiety/ *Coping/ Counseling/ *Daily Living Skills/ *Desensitization/ Helping Relationship/ Patients/ *Relaxation Training
Identifiers: *Tension

EJ210584 CG516955
**The Effect of Counselor Anxiety on the Systematic Desensitization of Test-Anxious College Students.**
Hudesman, John; Wiesner, Ezra
Journal of College Student Personnel, v20 n5 p415-18 Sep 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Evaluates effect of the counselor's level of anxiety on students taking part in test anxiety desensitization workshops. Results indicate the number of sessions attended by students is inversely related to the counselor's level of anxiety. Implications for counselor screening in desensitization work are mentioned. (Author)
Descriptors: *Anxiety/ *Behavior Change/ College Students/ *Counselor Characteristics/ *Desensitization/ *Helping Relationship/ Higher Education/ Interaction Process Analysis
Identifiers: *Test Anxiety

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EJ209162 CG516764
**The Effects of Assertive Training on Counselor Trainees.**
Jansen, Mary A.; Litwack, Lawrence
Counselor Education and Supervision, v19 n1 p27-33 Sep 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Indicates that assertive training is effective in reducing counselor discomfort and anxiety. Such training has no significant effect upon client or supervisor ratings of counselor effectiveness. (Author)
Descriptors: *Anxiety/ *Assertiveness/ *Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Training/ Counselors/ Higher Education/ Interaction Process Analysis/ Supervision/ Therapists

EJ209161 CG516763
**Effects of Tape-Recording & Supervisory Evaluation on Counselor Trainee Anxiety Levels.**
Bowman, James T.; Roberts, Gayle T.
Counselor Education and Supervision, v19 n1 p20-25 Sep 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Counselors, enrolled in supervised counseling practica, participated in a study to assess subjective and physiological anxiety responses to counseling under different stimulus conditions. Tape-recording and supervisory evaluation did not increase the anxiety levels of participants. (Author)
Descriptors: *Anxiety/ *Counselor Training/ Higher Education / *Leadership Training/ *Practicum Supervision/ *Supervision/ Supervisors/ *Tape Recordings/ Training Methods

EJ207751 CG516682
**Behavioral Treatment of Test Anxiety in a Drug Abuse Vocational Rehabilitation Day Program.**
Weiner, Harvey; And Others
Journal of Employment Counseling, v16 n3 p143-51 Sep 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Anxiety is a critical factor present in initiating and maintaining drug-dependent behavior. This study examines test anxiety to determine if behavioral approach can be applied to treatment of test anxiety in a vocational rehabilitation program for drug abuse clients. Results indicate treatment strategies selected were effective in reducing anxiety. (Author)
Descriptors: *Anxiety/ *Behavior Change/ Change Strategies/ Counselor Role/ *Drug Abuse/ Drug Addiction/ Drug Rehabilitation/ *Rehabilitation Programs/ Vocational Rehabilitation
Identifiers: *Suinn Test Anxiety Behavior Scale

EJ204212 CG516430
**Role Conflict and Role Ambiguity of Employment Counselors.**
Helwig, Andrew A.
Journal of Employment Counseling, v16 n2 p73-82 Jun 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Role conflict and role ambiguity were negatively related to job satisfaction of employment counselors and related positively to counselors' propensity to leave the agency. Privacy and time spent in counseling related negatively to role conflict. (Author)
Descriptors: *Ambiguity/ Counselor Attitudes/ *Counselor Role/ *Employment Counselors/ *Job Satisfaction/ Privacy/ *Role Conflict/ *Stress Variables/ Task Performance

EJ204194 CG516412
**Exploring Values and the Conscience Quagmire.**
Fagan, Peter J.; And Others
Counseling and Values, v23 n3 p184-93 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
The intentions of this discussion are to reflect on the stereotypic views of pain, look at ways of reconciling these seemingly antipodal postitions, and finally recommend a model for describing the functions that can be served by psychiatry and pastoral counseling for helping the individual achieve self-fulfillment. (Author)
Descriptors: *Anxiety/ *Counseling Objectives/ Integrity/ Psychiatry/ *Religion/ *Self Actualization/ State of the Art Reviews/ *Therapy/ *Values

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EJ199276 CG516078
**The Role of the Middle School Counselor in the Reduction of Stress in Teachers.**
Leffingwell, R. Jon
Elementary School Guidance and Counseling, v13 n4 p286-90 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Counselors can (and should) take an active role to reduce stress in teachers through individual and group conferences. They can help teachers find meaningful alternatives to problem situations by changing the focus from "what should be done" to "what can be done within realistic parameters."
Descriptors: *Counselor Role/ Middle Schools/ Secondary Education/ *Stress Variables/ *Teacher Behavior

EJ195821 CG515724
**Job Interviewing: Stress-Management and Interpersonal-Skills Training for Welfare-Rehabilitation Clients.**
Arnold, Bill R.; Parrott, Ross
Rehabilitation Counseling Bulletin, v22 n1 p44-52 Sep 1978
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
An exploratory group-treatment program using stress-management and interpersonal-skills training was developed to reduce job-interview stress and provide relevant skills to welfare-rehabilitation clients. Results yielded a significant relative superiority in interview assertiveness for treatment clients; however, no differential decrease in interview anxiety was found. (Author)
Descriptors: Counseling Effectiveness/ *Employment Interviews/ Group Counseling/ *Interpersonal Relationship/ Rehabilitation Counseling/ Research Projects/ *Stress Variables/ *Welfare Recipients
Identifiers: *Behav Assertiveness Assess Procedure Rating Scale/ *State Trait Anxiety Inventory (Spielberger)

EJ193766 CG515525
**The Impact of Death and Dying Counseling Groups on Death Anxiety in College Students.**
Bohart, Jacqueline Beau; Bergland, Bruce W.
Death Education, v2 n4 p381-91 Win 1979
Reprint: UMI
Language: ENGLISH
The object of this study was to examine the effects of in vivo systematic desensitization and systematic desensitization with symbolic modeling on college students who participated in counseling groups on death and dying. No significant differences were found between the treatment groups and control groups. (Author)
Descriptors: Anxiety/ *College Students/ *Death/ *Desensitization/ *Group Counseling/ Research Projects

EJ193721 CG515480
**Treatment Strategies for Dating Anxiety in College Men Based on Real-Life Practice.**
Arkowitz, Hal; And Others
Counseling Psychologist, v7 n4 p41-46 1978
Reprint: UMI
Language: ENGLISH
The article discusses possible reasons and statistical sex differences concerning dating anxiety, and then goes on to describe four models proposed to account for these data. Social skill training and "practice dating" are suggested as treatments. Practical considerations in the implementation of the treatment are also dealt with. (LPG)
Descriptors: *Anxiety/ *College Students/ Counseling Services/ *Dating (Social)/ Interpersonal Relationship/ Research Projects/ *Social Relations

EJ188385 CE507958
**Math Anxiety and the Adult Learner**
Tobias, Sheila; Knight, Lucy
Lifelong Learning: The Adult Years, 2, 1, 4-6 1978
Reprint Available (See p. vii): UMI
Language: English
Some of the techniques that have been used in counseling adults to overcome their mathematics avoidance and anxiety are described. (MF)
Descriptors: *Adult Counseling/ Adult Education/ *Adult Learning/ *Anxiety/ *Mathematics Anxiety/ *Mathematics Instruction/ Psychological Services

EJ187025 HE510425
**Diagnosis and Treatment of Academic Frustration Syndrome**
Grover, Paul L.; Tessier, Kenneth E.
Journal of Medical Education, 53, 9, 734-40 1978
Reprint Available (See p. vii): UMI
Language: English
A random sample of medical students was compared with others who were unable to cope with unanticipated academic frustration. Techniques of attribution therapy and desensitization in the counseling of these students proved to be effective in improving coping behavior in six of seven cases. (Author/LBH)
Descriptors: *Medical Students/ *Anxiety/ *Student Motivation/ *Fear/ *Attribution Theory/ *Counseling Effectiveness/ Higher Education/ Medical Education/ Locus of Control
Identifiers: *Frustration

EJ186562 CG514919
**Children in Stress: Anticipatory Guidance in the Framework of the Educational System**
Klingman, Avigdor
Personnel and Guidance Journal, 57, 1, 22-6 1978
Reprint Available (See p. vii): UMI
Language: English
This article suggests the application of anticipatory intervention principles in schools to meet the psychological needs of teachers, pupils, and parents as well as of the school as an organizational system for coping with extreme stress caused by either natural or man-made disaster. (Author)
Descriptors: *Counselor Role/ *Helping Relationship/ *Intervention/ Program Descriptions/ Secondary Education/ Models/ Counseling/ Student Needs
Identifiers: *Anticipatory Guidance

EJ184625 CG514728
**Health Care, Coping, and the Counselor**
Cohen, Judith Blackfield
Personnel and Guidance Journal, 56, 10, 616-20 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
Author discusses stress and coping theory. Breakdown is the result of sudden or prolonged and unrelieved stress--stress that pushes individuals beyond their ability to cope. There are several ways counselors can help: providing information, acting as confidant and interpreter, and analyzing client's situation to help define potential problem areas. (Author/JEL)
Descriptors: *Stress Variables/ *Adjustment (to Environment) / *Health/ *Health Services/ *Counseling/ State of the Art Reviews

EJ184616 CG514719
**Delayed Stress Response Syndrome: Family Therapy Indications**
Figley, Charles R.; Sprenkle, Douglas H.
Journal of Marriage and Family Counseling, 4, 3, 53-9 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
The delayed stress response syndrome is a form of chronic catastrophic stress disorder. The theoretical nature of the syndrome and its most characteristic symptoms are delineated within the context of treating Vietnam combat veterans. The paper outlines treatment implications within a family therapy program. (Author)
Descriptors: *Family Counseling/ *Stress Variables/ *Psychological Patterns/ *Veterans/ *Military Service/ *Family Problems/ State of the Art Reviews
Identifiers: *Delayed Stress Response Syndrome

EJ183067 CG514627
**Recognition, Evaluation, and Management of Persons at Risk for Suicide**
Motto, Jerome A.
Personnel and Guidance Journal, 56, 9, 537-43 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
To the extent that suicidal persons are met with consistent respect, concern, acceptance, and a desire to help in understanding their feelings and behavior, the risk of self-destructive action will be diminished. (Author)
Descriptors: *Behavior Problems/ *Counseling Objectives/ Death/ State Of The Art Reviews/ *Stress Variables/ *Suicide

EJ181067 CG514369
**Paramodeling Effects in Counselor Training**
Cook, Daniel W.; Kunce, Joseph T.
Journal of Employment Counseling, 15, 2, 62-5 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
Samples of counselor trainees viewed either a series of expert modeling or coping modeling videotapes. It was hypothesized that counselor trainers who viewed expert models would illustrate concommitant or paramodeling phenomena by exhibiting decreases in anxiety toward participation in a counseling interview. Results confirmed the hypothesis. (Author)
Descriptors: Anxiety/ *Counselor Performance/ *Counselor Training/ Higher Education/ Research Projects/ *Responses/ *Training Methods/ *Videotape Recordings
Identifiers: *Paramodeling Effects

EJ181028 CG[illegible]330
**Yoga for Kids**
Seiler, Gary; Renshaw, Kathleen
Elementary School Guidance and Counseling, 12, 4, 229-37 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
Hatha yoga is presented as a series of simple strategies to reduce tension, relieve stress, produce calmness and promote better interpersonal relationships. Background about yoga, a sample lesson, and suggestions for counselors are included. (BP)
Descriptors: *Children/ *Physical Health/ *Stress Variables/ *Interpersonal Relationship/ Program Descriptions/ Elementary Education/ Counseling
Identifiers: *Yoga/ *Relaxation Techn'ques

EJ177346 CG514023
**EMG Biofeedback Training Versus Systematic Desensitization for Test Anxiety Reduction**
Romano, John L.; Cabianca, William A.
Journal of Counseling Psychology, 25, 1, 8-12 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
Biofeedback training to reduce test anxiety among university students was investigated. Biofeedback training with systematic desensitization was compared to an automated systematic desensitization program not using EMG feedback. Biofeedback training is a useful technique for reducing test anxiety, but not necessarily more effective than systematic desensitization. (Author/MFD)
Descriptors: *Behavior Change/ *Anxiety/ *Performance/ *Test Results/ Research Projects/ Higher Education/ College Students / Experimental Psychology/ Self Control/ Counseling
Identifiers: *Biofeedback

EJ177249 CG513925
**Comparative Group Psychotherapy for the Aged**
Ingersoll, Berit; Silverman, Alida
Gerontologist, 18, 2, 201-6 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
Two approaches to group psychotherapy for the noninstitutionalized elderly are described and compared. One paradigm was based upon a behavioral orientation while the other was insight-oriented. The group treated with an insight orientation showed greater overall improvement, although only one measured difference was statistically significant. Research recommendations are made. (Author)
Descriptors: *Older Adults/ *Psychotherapy/ *Group Therapy/ *Self Esteem/ *Peer Groups/ *Anxiety/ Research Projects/ Group Counseling

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EJ177241 CG513917
**Interpersonal Methods for Coping with Stress: Helping Families of Dying Children**
Heller, D. Brian; Schneider, Carl D.
Omega: Journal of Death and Dying, 8, 4, 319-29 1978
Language: ENGLISH
An attempt to establish a self-help network based on shared peer-counseling for families of dying children in a Midwest teaching hospital is described and evaluated. Structure of the group meeting is delineated in terms of environment, didactic presentations, and practices of peer-counseling. (Author)
Descriptors: *Crisis Intervention/ *Death/ *Emotional Adjustment/ *Family Counseling/ *Grief/ *Peer Counseling/ Program Descriptions/ Stress Variables

EJ175413 CG513812
**Developmental Counseling Approach to Death and Dying Education**
R[illegible]inson, Carol M.
Elementary School Guidance and Counseling, 12, 3, 178-87 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
There is a time when every adult and most children are faced with the death of a close friend or relative. Understanding can be established through developmental counseling programs at various age levels. The seventh-grade program discussed here can help counselors develop successful approaches for their own students. (Author)
Descriptors: *Adjustment (To Environment)/ *Anxiety/ *Children/ Counselor Role/ *Death/ *Developmental Programs/ Emotional Problems/ Interpersonal Relationship/ Junior High Schools/ Program Descriptions/ *Responses

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EJ175271 CG513670
**Struggling with the Impotence Impasse: Absurdity and Acting-In**
Keith, David V.; Whitaker, Carl A.
Journal of Marriage and Family Counseling, 4, 1, 69-77 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
This article describes two methods for breaking out of therapeutic impasses. One way is to be absurd, to push the situation to its ridiculous limit. The second is acting-in. Acting-in is the effort of the psychotherapist to intensify the anxiety to bring about an experiential breakthrough. (Author/JEL)
Descriptors: Anxiety/ Behavior Problems/ *Counseling Objectives/ *Counselor Role/ *Family Counseling/ *Helping Relationship/ Humor/ *Psychotherapy/ State Of The Art Reviews

EJ175242 CG513641
**Doing Good with a Hard Nose: The Achievement of Credibility in Criminal Justice**
Conrad, John P.
Crime and Delinquency, 23, 4, 394-402 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
The stress on Management By Objectives, particularly the emphasis on achieving the unattainable goal of reducing the crime rates or recidivism, has led to several ineffectual administrative styles in criminal justice. The author describes these phenomena and traces their causes. (Author)
Descriptors: *Correctional Institutions/ *Correctional Rehabilitation/ *Criminology/ *Management By Objectives/ Prisoners/ *Rehabilitation Counseling/ State Of The Art Reviews

EJ173158 CG513516
**Modified Induced Anxiety: A Generalized Anxiety Reduction Procedure**
Hamilton, Scott B.; Bornstein, Philip H.
Journal of Consulting and Clinical Psychology, 45, 6, 1200-1 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
A 25-year-old male suffering from pervasive anxiety was treated with a modified induced anxiety procedure. Results indicated that as modified induced anxiety was sequentially applied to anxiety levels, there was a corresponding decline in self-monitored anxiety at the targeted level. (Author)
Descriptors: *Anxiety/ *Counseling Effectiveness/ *Emotional Problems/ *Behavior Change/ *Self Control/ Program Descriptions/ Research Projects/ Males

EJ173157 CG513515
**Contribution of Pretesting to Several Measures of Semantic Desensitization Effectiveness**
Israel, Allen C.; And Others
Journal of Consulting and Clinical Psychology, 45, 6, 1197-8 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Snake- or spider-phobic subjects (N=32) were randomly assigned to one of four groups. Subjects receiving semantic desensitization therapy showed less posttest anxiety on the semantic differential than control subjects regardless of testing condition. (Author)
Descriptors: *Desensitization/ *Anxiety/ *Counseling Effectiveness/ *Fear/ *Test Results/ *Behavior Change/ Research Projects/ Psychological Patterns
Identifiers: *Fear Survey Schedule/ FSS

EJ172339 PS506268
**Burn-Out: Occupational Hazard of the Child Care Worker**
Freudenberger, Herbert J.
Child Care Quarterly, 6, 2, 90-9 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Discusses emotional and practical stress factors confronting child care workers, especially those in adolescent intake residences or group homes. Makes recommendations to agencies on ways to improve administration-worker communication and staff training and emphasizes need for clear-cut goals, schedules and work routines. Suggests ways for workers to protect themselves against "burn-out." (BF)
Descriptors: *Child Caregivers/ *Counselor Role/ Emotional Adjustment/ Institutional Personnel/ *Interpersonal Relationship/ Residential Institutions/ *Staff Orientation/ *Stress Variables/ Work Attitudes/ *Youth Agencies

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EJ172068 HE509524
**The Neurotic Graduate Student of Our Time**
Topp, Robert Fransen
Improving College and University Teaching, 25, 2, 105,107 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Recommendations are offered for correcting unnecessary conditions that lead to additional stress for doctoral students, such as: foreign language requirements; inadequate counseling services; unsystematized processes; unnecessary regulation; grading course work; and dissertation committee functioning. (LBH)
Descriptors: *Anxiety/ *Graduate Students/ *Doctoral Programs/ *Degree Requirements/ *Student Teacher Relationship/ *Student College Relationship/ Higher Education/ Student Characteristics/ Counseling Services/ Language Fluency

EJ171264 CG513439
**Counseling the Test Anxious: An Alternative**
Reister, Barry W.; And Others
Journal of College Student Personnel, 18, 6, 506-10 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Investigated relative effectiveness of rational behavior therapy and systematic desensitization in the treatment of state (test) anxiety and trait anxiety. There were no significant differences between the rational behavior and systematic desensitization groups in regard to test anxiety reduction, but the behavior group did have significantly reduced trait anxiety. (Author)
Descriptors: *Anxiety/ *Behavior Change/ College Students/ Comparative Analysis/ *Counseling Effectiveness/ Counseling Services/ *Desensitization/ Higher Education/ *Rational Emotive Therapy/ *Test Anxiety/ Testing Problems

EJ171252 CG513427
**The Interviewee's Plight**
Kabcenell, Barbara B.
Journal of College Placement, 38, 1, 65-8 1977
Language: ENGLISH
This article relates the experiences of a career placement director who spent a summer applying and interviewing for various jobs, in order to appreciate the problems and concerns of her student clients. (Author/BP)
Descriptors: *Anxiety/ *Career Counseling/ *Career Planning/ *Counseling Services/ *Employment Interviews/ Experience/ Individual Characteristics/ *Job Applicants/ Job Search Methods/ State Of The Art Reviews

EJ171232 CG513407
**A Sexual-Enchantment Workshop: Beyond Group Systematic Desensitization for Women's Sexual Anxiety**
Sotile, Wayne M.; And Others
Journal of Sex and Marital Therapy, 3, 4, 249-54 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
This study investigates whether six women who previously had received 15 sessions of group systematic desensitization (SD) for their sexual anxiety would report additional treatment gains from participation in a sexual-enchantment workshop with their partners. The women reported a significant decrease in sexual anxiety. (Author)
Descriptors: *Anxiety/ Behavior Change/ *Conditioning/ *Counseling Effectiveness/ *Desensitization/ Females/ Research Projects/ *Responses/ *Sexuality/ Therapy
Identifiers: *Sexuality Counseling

EJ169323 CG513277
**Counseling the Math Anxious**
Tobias, Sheila; Donady, Bonnie
Journal of the NAWDAC, 41, 1, 13-6 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Describes the rationale and mode of operations for a Math Clinic at Wellesley University and Wesleyan College where counselors and math specialists work together to combat "math anxiety," particularly in female students. (HMV)
Descriptors: *Anxiety/ *College Mathematics/ *Counseling Services/ Females/ Higher Education/ *Mathematics Education/ Program Descriptions/ *Remedial Mathematics

EJ167487 CG513182
**Counselor Experiences with Client Death Concerns**
Bascue, Loy O.; And Others
Rehabilitation Counseling Bulletin, 21, 1, 36-38 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
A survey of 54 rehabilitation counselors indicated numerous encounters with client death concerns. Nevertheless, few of the counselors reported training related to death. The counselors' experiences, in contrast to their limited training, support the addition of material on death in training programs to promote better counselor preparation. (Author)
Descriptors: *Adjustment (to Environment)/ Anxiety/ *Attitudes/ *Counselor Training/ *Death/ *Professional Training/ Research Projects/ Suicide/ *Vocational Rehabilitation

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EJ165587 CG512889
**Reducing Counselor Anxiety by Using Modeling Strategies**
Cook, Daniel W.; Kunce, Joseph T.
Journal of Employment Counseling, 14, 3, 110-115 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Two kinds of videotaped modeling--an expert and a coping model approach--were compared as to the relative effectiveness of each method in reducing beginning counselors' anxiety toward a counseling interview. Those persons who viewed expert models significantly reduced situationally related anxiety following participation in an analogue interview. (Uahtor)
Descriptors: *Anxiety/ *Behavior Development/ *Behavior Patterns/ *Counselor Training/ Graduate Students/ Research Projects/ *Role Models/ *Videotape Recordings

EJ165566 CG512868
**An Advocate Model for Intervention with Homosexuals**
Berger, Raymond M.
Social Work, 22, 4, 280-283 1977
Language: ENGLISH
Homosexual behavior has received little attention from social workers. Starting with the premise that homosexuality is a legitimate variation of life-style, the author suggests a model for social work intervention with the homosexual. (Author)
Descriptors: *Adjustment (To Environment)/ Counselor Role/ *Helping Relationship/ *Homosexuality/ *Intervention/ *Life Style/ Models/ Sexuality/ Social Bias/ Stress Variables
Identifiers: *Advocate Models

EJ165549 CG512851
**Hypoactive Sexual Desire**
Kaplan, Helen S.
Journal of Sex and Marital Therapy, 3, 1, 3-9 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Low-libido disorders are highly prevalent, may be extremely distressful to patients and their partners, and influence the course and prognosis of therapy. This paper focuses on this important aspect of human sexuality. Some clinical features of hypoactive sexual desire are described, and some hypotheses about etiology and prognosis are presented. (Author)
Descriptors: *Anxiety/ *Females/ Homosexuality/ *Interpersonal Relationship/ *Males/ Marriage Counseling/ Physiology/ Sex Education/ *Sexuality/ State Of The Art Reviews/ Therapy

EJ165537 CG512839
**Physical Health: An Expanding Horizon for Counselors**
Allen, Thomas W.
Personnel and Guidance Journal, 56, 1, 40-43 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Just when many traditional slots for counselors and psychologists are filled or disappearing, appearance of exciting new vistas seems providential. One of these areas is physical well-being, the prevention and remedy of bodily disease. Evidence suggests the central nervous system is the most critical single determinant of physical health. (Author)
Descriptors: *Counselor Role/ *Guidance Objectives/ *Physical Health/ *Stress Variables/ *Behavior Theories/ *Neurological Organization/ research Opportunities/ Human Development/ State of the Art Reviews

EJ163900 CG512730
**An Educational Model of Family Consultation**
Buckland, Clare M.
Journal of Marriage and Family Counseling, 3, 3, 49-56 1977
Language: ENGLISH
This approach to working with families under stress recognizes the family as a system interacting via communication patterns among its own members and within a larger context of peers, neighbors, school, work, and community agencies. Presented to the Canadian Guidance and Counseling Association, June 1975 at Vancouver, British Columbia. (Author)
Descriptors: *Consultation Programs/ *Counselor Role/ Crisis Intervention/ *Family Relationship/ *Helping Relationship/ *Interaction Process Analysis/ Models/ *Stress Variables/ Total Communication

EJ162018 CG512676
**A Contribution to the Development of the Behavioral-Analytic Sex Therapy Model**
Apfelbaum, Bernard
Journal of Sex and Marital Therapy, 3, 2, 128-138 1977
Language: ENGLISH
This paper illustrates an ego-analytic strategy by describing the hypothetical treatment of a couple who were not capable of or motivated by conventional therapy and for whom strictly behavioral sex therapy failed. (Author)
Descriptors: *Sexuality/ *Therapy/ *Interpersonal Relationship/ *Family Counseling/ *Behavior Problems/ *Behavior Change/ Anxiety/ Attitudes/ State Of The Art Reviews / Models

EJ162003 CG512661
**Counselor Stress in Relation to Disabled and Minority Clients**
Vander Kolk, Charles J.
Rehabilitation Counseling Bulletin, 20, 4, 267-274 1977
Language: ENGLISH
Physiological and self-reported reactions of counselors in training to five disabled clients and a minority client were examined. Implications for counselor practice, education, and in-service education are discussed. (Author)
Descriptors: *Counselor Attitudes/ *Counselor Training/ *Helping Relationship/ Interaction Process Analysis/ Majority Attitudes/ *Minority Groups/ *Physical Disabilities/ Research Projects/ *Stress Variables

EJ158426 CG512292
**Vocational Maturity and Anxiety Among Vocationally Undecided and Indecisive Students: The Effectiveness of Holland's Self-Directed Search**
McGowan, Andrew S.
Journal of Vocational Behavior, 10, 2, 196-203 1977
Language: ENGLISH
High school males (N=66) and 60 high school females were tested for anxiety and vocational maturity levels. The experimental subjects were given the Self Directed Search (SDS). Statistical analysis indicated that the SDS was an effective instrument in reducing career indecision. (Author)
Descriptors: *Anxiety/ *Career Choice/ Career Counseling/ *Decision Making/ High School Students/ *Interest Inventories/ Predictive Measurement/ Research Projects/ *Test Validity/ *Vocational Maturity
Identifiers: *Self Directed Search

EJ158421 CG512287
**The Effect of Cognitive Style and Manifest Anxiety on Intellectual and Vocational Interest in Adolescents**
Grimm, Veronika E.; Nachmias, Chava
Journal of Vocational Behavior, 10, 2, 146-155 1977
Language: ENGLISH
The relationship of cognitive and emotional factors to concurrent fields of interest and future vocational preferences were examined in 1,000 Israeli high school children. Divergent thinking, anxiety, occupational preference, and fields of intellectual interest were measured. A strong and significant negative correlation was found between manifest anxiety and divergent thinking. (Author)
Descriptors: *Adolescents/ *Anxiety/ *Career Counseling/ *Cognitive Style/ High School Students/ *Intellectual Development/ Research Projects/ Secondary Education/ *Vocational Interests
Identifiers: *Israel

E[illegible]58384 CG512250
**Coping with Stress--Some Practical Approaches**
Brown, Tom
School Guidance Worker, 32, 5, 39-42 1977
Language: ENGLISH
The author describes stress and its effect on the counsellor. The use of relaxation training is presented as well as a bibliography of books, journal articles, and tape recordings dealing with the subject of stress. (HLM)
Descriptors: *Anxiety/ Behavior Patterns/ *Counseling Effectiveness/ *Counselor Role/ *Relaxation Training/ *Responses/ State Of The Art Reviews/ *Stress Variables

EJ158382 CG512248
**Stress Requires New Directions**
Price, John
School Guidance Worker, 32, 5, 27-29 1977
Language: ENGLISH
This article describes a three-phase program used by a counseling department to improve services, provide professional growth, and thereby relieve job anxiety. (HLM)
Descriptors: *Counseling Objectives/ *Counseling Services/ *Counselor Role/ *Curriculum Enrichment/ Educational Innovation/ Elementary Secondary Education/ *Helping Relationship/ Program Descriptions/ *Stress Variables

EJ158380 CG512246
**Stress and the University Student**
Honegger, Liz; Pettigrew, Brian
School Guidance Worker, 32, 5, 15-21 1977
Language: ENGLISH
In an attempt to delineate and distinguish some of the stresses for university students, the authors have separated them one from the other when in reality they are part of a totality, constantly interacting with each other. This normative developmental process is, however, an extremely painful one. (Author)
Descriptors: College Students/ *Counselor Role/ Higher Education/ *Individual Development/ *Self Concept/ State Of The Art Reviews/ *Stress Variables/ *Student Behavior/ *Student Development

DIALOG File1: ERIC 66-80/Nov (Item 70 of 75) User 1210 9dec80

EJ156849 CG512186
**Departmental Evaluations: Threats & Solutions**
Colangelo, Nick; And Others
Journal of Counseling Services, 1, 2, 20-27 1976
Language: ENGLISH
Instead of approaching counseling and guidance department evaluations with fear, aporehension and mistrust, counselors can benefit themselves and their school programs by responding to recommendations outlined above. School counselors are their own best assurance of positive, constructive department evaluations. (Author)
Descriptors: *Anxiety/ *Counseling Objectives/ *Counselor Role/ Departments/ *Evaluation Methods/ Models/ *Personnel Evaluation/ Program Descriptions/ *Program Evaluation/ Stress Variables
Identifiers: *Threat

EJ154485 AA524860
**Anxiety, Identity, and Declining Scores**
Brewster, Galen
Independent School, 36, 1, 15-8 1976
Language: ENGLISH
No matter how they seem, young people worry a lot. The guidance business in the United States is booming. (Author)
Descriptors: *Anxiety/ Aptitude Tests/ *Counselor Attitudes/ Learning Activities/ Reading Comprehension/ *School Counseling / *Self Concept/ *Student Attitudes/ Television Viewing/ Verbal Ability

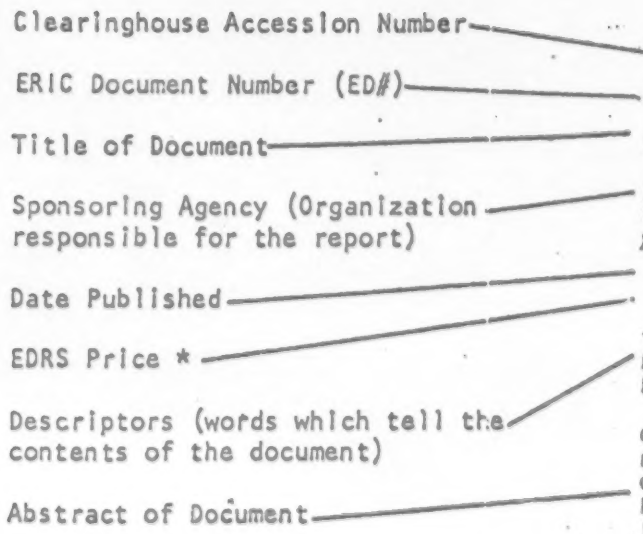
EJ149924 CG511450
**Cognition and Desensitization in the Group Treatment of Test Anxiety**
Holroyd, Kenneth A.
Journal of Consulting and Clinical Psychology, 44, 6, 991-1000 1976
Language: ENGLISH
This study assessed the comparative effectiveness of cognitive, arousal reduction, and combined cognitive and arousal reduction treatments for test anxiety. Results indicated cognitive therapy was more effective in reducing anxiety in the analogue testing situation and improving grade point average than other treatment and control procedures. (Author)
Descriptors: *Desensitization/ *Behavior Change/ *Change Strategies/ *Anxiety/ *Testing Problems/ Research Projects/ Counseling Effectiveness/ Cognitive Processes/ Higher Education

EJ146200 CG511158
**Counselor Trainee Emotional Responses to Initial Counseling-Interview Stress**
Mooney, Thomas F.; Carlson, William A.
Journal of Counseling Psychology, 23, 6, 557-559 1976
Language: ENGLISH
Changes in emotionality were obtained from prepracticum graduate students. The counselor trainees reported that they were most anxious because of the idea they had to do a good job, concern over what the client might think about them, probability that they might do poorly, and the consequence of doing poorly. (Author)
Descriptors: *Anxiety/ *Stress Variables/ *Emotional Response/ *Counselor Training/ *Interviews/ *Interaction Process Analysis/ Higher Education/ Graduate Students

EJ146066 CG511025
**In Every Marriage There Are Two Marriages**
Frank, Ellen; Kupfer, David J.
Journal of Sex and Marital Therapy, 2, 2, 137-142 1976
Language: ENGLISH
As part of a continuing study of the differences between couples seeking marital therapy and those seeking sexual dysfunction therapy, this report examines these two clinical populations on the dimension of discrepant views of the marriage. Results suggest overall discrepancy scores may be an important indicator of stress between partners. (Author)
Descriptors: *Marriage Counseling/ *Interpersonal Relationship/ *Psychotherapy/ *Role Perception/ *Stress Variables/ *Sex Differences/ Research Projects/ Behavior Problems/ Marriage/ Role Conflict
Identifiers: *Sexual Dysfunction

EJ144982 HE507861
**Marital Satisfaction as Perceived by the Medical Student's Spouse**
Perlow, Arlinda Dishman; Mullins, Stella Churchill
Journal of Medical Education, 51, 9, 726-34 1976
Language: ENGLISH
Medical student marriages were examined in order to identify areas of stress, evaluate the congruence between expectations and actualities in the marital partner's role performance as perceived by the spouse, investigate the spouse's attitudes toward marital counseling, and determine whether a marital counseling service should be made available. (LBH)
Descriptors: Counseling Services/ Emotional Problems/ *Higher Education/ *Marital Instability/ *Marriage Counseling/ *Married Students/ Medical Education/ *Medical Students/ *Psychological Needs/ *Spouses/ *Stress Variables

FORMAT OF
RESOURCES IN EDUCATION (RIE)


Clearinghouse Accession Number
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Date Published
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Descriptors (words which tell the contents of the document)
Abstract of Document

ED118935 CE006503
Exemplary Career Resource Center for Grades 6 Through - in Pennsylvania.
Penns Valley Area School District, Spring Mills, Pa.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg.
Publ. Date: 30 Jun 74 Note: 27p.
* EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors: *Career Education/ Educational Programs/ *Elementary Secondary Education/ Information Dissemination/ Paraprofessional Personnel/ Program Descriptions/ *Program Planning/ *Program Proposals/ *Resource Centers
Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

* Price through ERIC Document Reproduction Service. Order by ED#. See order information on back page. "MF"-microfiche, "HC"-hard copy. When "not available from EDRS," other sources are listed.

Print 18/5/1-61
DIALOG File1: ERIC 66-80/Nov (Item 1 of 61) User 1210 9dec80

ED188042 CG014436
**The Effect of Anxiety Management Training on College Students' General, Overt, and Covert Anxiety.**
Vinson, Michael L.
1980 14p.; Best copy available. Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S./ South Carolina
Journal Announcement: RIENOV80
The effect on anxiety of a behaviorally-oriented treatment, Anxiety Management Training (AMT), was investigated with a sample of college students (N=23). The treatment was based upon the techniques originally used by Richardson, Suinn, and Meichenbaum, and consisted of three principal elements: relaxation training, cognitive-restructuring, and imaginal rehearsal. General anxiety levels were characterized by tension, vulnerability to stress, and free-floating apprehension. In addition to the general anxiety levels, changes in two identifiable types of anxiety were assessed: overt as related to specific environmental events, and covert as related to personality traits not always recognized. Subjects were randomly assigned to either of two treatment groups or to a waiting-list control group. A pre- and post-test experimental design was utilized, and anxiety was assessed by a standardized questionnaire. Indeperdent variables included the treatment and the therapists; dependent variables were general anxiety level, overt anxiety, and covert anxiety. Findings suggested that the treatment was successful in lowering the mean general anxiety scores of the two treatment groups. As predicted, the treatment groups' overt anxiety scores declined to a greater extent than their covert anxiety scores. (Author)
Descriptors: Adjustment (to Environment)/ *Anxiety/ Behavior Change/ *Behavior Modification/ *College Students/ Coping/ *Counseling Effectiveness/ *Counselor Client Relationship/ Group Counseling/ Higher Education/ *Relaxation Training/ Responses/ Self Control/ Stress Variables

ED187630 SO012614
**Career Counselling the Graduate History Major.**
Preston, Robert M.
7 Mar 1980 21p.; Paper presented at Annual Meeting of the Missouri Valley History Conference (Omaha, NE, March 7, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S./ Maryland
Journal Announcement: RIEOCT80
Employment opportunities for history majors are discussed. The author contends that historians have been brainwashed into believing that they are fit only to be college professors. However, the practice of history academic setting (public history) involves management of industrial corporations, formulation of public policy, and the preservation of cultural resources. Sources of employment include government, business, museums, archives, libraries, newspapers, and broadcasting organizations. The need exists to articulate clearly to government and corporate leaders the value of an education in history. The historian should stress skills developed in history courses: the ability to know where to find information, to absorb large quantities of information quickly, to appreciate a variety of viewpoints, to communicate clearly, and to meet deadlines. One should also consider whether to major exclusively in history or to earn a master's degree in history and one in some other field such as archival work, conservation science, or business administration. The conclusion is that the history major must be flexible and creative in seeking a career. (Author/KC)
Descriptors: *Career Counseling/ *Employment Opportunities/ Graduate Study/ Higher Education/ *History/ *Majors (Students) / Managerial Occupations/ Nontraditional Occupations/ *Student Needs

DIALOG File1: ERIC 66-80/No (Item 3 of 61) User 1210 9dec80

ED186652 CE024998

**Careers for Women in Science and Technology: A Model Treatment Program. Final Report.**

DeWitt, Diane; Colasurdo, Elizabeth

Highline Community Coll., Midway, Wash.

107p.

Sponsoring Agency: Washington State Commission for Vocational Education, Olympia.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S./ Washington

Journal Announcement: RIEOCT80

A project was conducted to design and field-test a prevocational program of recruitment, instruction, advising, counseling, and placement for women considering careers in science and technology fields. Additional objectives were to directly assist women in coping with constraints inhibiting them from entering such fields and to compile the program elements and project results into a useful, transportable guide for other institutions of higher education in the state of Washington. A set of methods was devised to locate suitable students, increase faculty awareness of the project, identify and gain support of successful science/technology resource women in the community, and create an advising booklet. Instructional procedures emphasized the development of an integrated career counseling course that focused upon individual decision making within a supportive interpersonal environment. A pre- and post-test design was utilized that included unpublished tests, standardized tests, and case studies. By the completion of the course, approximately 68% of the 54 participants were actively planning to enter sci/tech careers. Twenty-two women were engaged in training in a sci/tech field along with an additional 10 training for other careers. Over 90% of the participants obtained a clear confirmation. Additional accomplishments pertained to increased convictions with regard to the necessity for college supportive systems as crucial for such a project and course. Revisions based on participant reactions were made and the component retested. (Author/BM)

Descriptors: Anxiety/ Career Choice/ Career Counseling/ *Career Guidance/ Decision Making/ *Educational Counseling/ *Females/ Placement/ Postsecondary Education/ *Program Development/ Program Effectiveness/ *Program Evaluation/ *Science Careers/ Student Recruitment/ *Technical Occupations

ED185934 HE012649

**Barriers to Educational Opportunities for Re-Entry Women in Private Universities.**

Benjamin, Esther; Levy, Judith A.

Northwestern Univ., Evanston, Ill. Program on Women.

Oct 1979 65p.; For related documents see HE 012 650-651

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Grant No.: NIE-G-79-0003

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); STATISTICAL MATERIAL (110)

Geographic Source: U.S./ Illinois

Journal Announcement: RIESEP80

Experiences of 60 women over 30 years old who returned to college after being out of school at least four years were studied. Thirty graduates and 30 undergraduate students were interviewed. Institutional barriers women confront include inadequate student services, limitations on financial aid, and admission practices and screening procedures discriminating against older students or women. Student experiences about the following are discussed: faculty/staff attitudes to older re-entry women, nontraditional credits, scheduling and other academic reforms, academic counseling, and special services. Situational barriers include unfamiliarity with the system, financial need, time management and role strain, child care, rusty skills and inadequate preparation. Support of the women's reentry family and friends, commuting, health and fatigue, and problems of guilt and anxiety are considered. Policy recommendations, a list of interview questions, and statistical data concerning respondents are included. (SW)

Descriptors: Administrator Attitudes/ *Adult Students/ College Environment/ *College Students/ Counseling Services/ Educational Opportunities/ *Females/ Higher Education/ Married Students/ Nontraditional Students/ Private Colleges/ *Reentry Students/ Stress Variables/ *Student Adjustment/ Student College Relationship/ Student Needs/ Student Problems/ Teacher Attitudes/ *Womens Education

Identifiers: *Northwestern University IL

DIALOG File1: ERIC 66-80/Nov (Item 5 of 61) User 1210 9dec80

ED183974 CG014185

**Cognitive Behavior Therapy: A Comparison of Group and Individual Formats.**

Shaffer, Carolyn S.; And Others

4 Sep 1979 25p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S./ District of Columbia

Journal Announcement: RIEAUG80

The relative efficacy of both group and individual cognitive behavior therapeutic approaches in treating anxiety and depression are evaluated and then compared to an interpersonal group therapy approach. The two major hypotheses are that group cognitive behavior therapy is at least as effective as individual cognitive behavior therapy, and that group or individual cognitive behavior therapy is significantly more effective than interpersonal group therapy. The 44 subjects, ranging in age from 21 to 41 were all seeking relief from symptoms of anxiety and/or depression. They were randomly assigned to one of three treatment modalities: (1) cognitive behavior therapy group, (2) interpersonal group therapy or (3) individual cognitive behavior therapy. The three treatments were compared as to their efficacy with this patient population. Results indicated that cognitive behavior therapy in a group format was as effective as individual cognitive behavior therapy in producing significant improvement in depression, anxiety, and assertiveness. All three experimental groups improved significantly from pre to post treatment on all dependent measures. An inverse relationship was found between depression and assertiveness and between anxiety and assertiveness on both pre- and post-treatment measures. (Author/BMW)

Descriptors: .*Adjustment (to Environment)/ *Anxiety/ Behavioral Science Research/ Cognitive Processes/ Comparative Analysis/ *Counseling Effectiveness/ *Depression (Psychology)/ Emotional Response/ *Group Therapy/ Methods/ Responses/ *Therapy

ED180522 JC790659

**The Mathophobia Workshop: A Strategy for Developing Mathematical Readiness for the Academically Disadvantaged Student in Career Education.**

Baylis, Clifford A., Jr.

Allegheny County Community Coll., Monroeville, Pa. Boyce Campus.

Jun 1979 15p.

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Pennsylvania

Journal Announcement: RIEMAY80

A two-year project was funded at the Community College of Allegheny County to develop a model strategy for eliminating math anxiety and increasing basic mathematics skills in women students. Part of the rationale for the project was to combat the sex-role stereotypes that have traditionally tracked women away from math- and/or science-oriented careers. The model employed a five-week series of Mathophobia Workshops in which students developed prerequisite math competencies through success-oriented instruction and identified and practiced personal strategies in handling math anxiety. Workshop personnel included the Director of the Learning Center; a professional counselor who provided group feedback, career information, and test interpretation; two math instructors who developed individualized and group learning strategies; a psychology instructor who provided deconditioning exercises; a paraprofessional counselor/tutor; and peer tutors. Two-thirds of the workshop time was devoted to math instruction, including product-related topics such as fractions and decimals, and process-related topics such as non-computational problem-solving and "hands-on" experience with abaci and calculators. Counseling strategies were designed to identify math anxiety, encourage the sharing of problems, and promote continued group support after the end of the workshops. A bibliography of instructional materials is included. (JP)

Descriptors: *Anxiety, Basic Skills/ Community Colleges/ Counseling/ Females/ Learning Laboratories/ *Mathematics Anxiety/ *Mathematics Instruction/ Nontraditional Occupations/ Personnel Needs/ Program Descriptions/ Remedial Mathematics/ Self Concept/ *Sex Stereotypes/ Success/ Tutoring/ *Two Year Colleges/ *Womens Education/ Workshops

ED179889 CG014034

**Evolution of a Humanistic Work Environment for Mental Health Professionals.**

Berger, Sheldon N.; And Others

Sep 1979 58p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Best copy available

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Illinois

Journal Announcement: RIEMAY80

The historical and evolutionary development of the Tazwood Center for Human Services (Illinois) is traced, with a particular emphasis on describing administrative interventions which alleviate excessive stress and strain in the system and provide for growth experiences that prevent stagnation among the staff. The materials presented focus on the key elements which contribute to the viable working environmental climate of the Center, including the following: (1) participative management, (2) inservice training based on staff needs assessment, (3) weekly staff group process to deal with interpersonal conflict, (4) annual evaluation, (5) responsibilities of the supervisors, (6) communication patterns, and (7) support systems. Results of an exploratory survey of staff perceptions of the social climate are also presented, with an overall indication that staff are overwhelmingly positive in their general ratings of satisfaction. (Author/HLM)

Descriptors: Administrative Organization/ Counselor Evaluation/ Counselors/ *Environmental Influences/ *Humanism/ Intervention/ *Job Satisfaction/ *Mental Health/ *Organizational Effectiveness/ Performance Factors/ *Work Environment

ED177396 CG013818

**Behavioral Bibliotherapy: An Evaluation of a Self-Help Book.**

Schindler, Fred

1979 8p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979); Best copy available

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)

Geographic Source: U.S./ Arizona

Journal Announcement: RIEMAR80

The effectiveness of a self help book on assertiveness training was assessed by comparing two bibliotherapy conditions with group therapy and a waiting list control condition. One group of bibliotherapy subjects read a popular paperback with no therapist contact, while the other group additionally participated in informal discussion sessions. Assessment instruments included self report measures of assertiveness and anxiety, as well as verbal role play responses to taped analogue situations. A small sample size and large dropout rate precluded definitive conclusions, but results indicated that both bibliotherapy procedures were essentially as effective as assertiveness trainnig group therapy. A near-significant decrease in anxiety was observed in subjects who became more assertive. (Author)

Descriptors: Anxiety/ *Assertiveness/ *Behavior Change/ *Bibliotherapy/ College Students/ Counseling Services/ *Group Counseling/ Intervention/ Program Descriptions/ Research Reports/ *Self Help Programs

ED177200 TM009695

**Rationally Dealing with Test Anxiety.**

Rogers, George W., Jr.

.7197. 14p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Kentucky

Journal Announcement: RIEFEB80

Test anxiety is a common problem manifested by many college students. The Testing and Psychological Services Center at Northern Kentucky University sees a number of such students each semester. The possible causes of test anxiety are frequently the illogical or unrealistic demands that some students place on themselves. The methods of treatment used at Northern Kentucky University include: academic contracting, enhancement of study skills, academic and vocational guidance, and systematic desensitization of anxiety. Particular emphasis is placed on the utilization of Rational-Emotive Therapy (RET) for overcoming test anxiousness. RET emphasizes the interrelationships between our belief system and our emotions. (Eight irrational beliefs about testing are presented, followed by the rational arguments which may be used to challenge these beliefs.) (Author/GDC)

Descriptors: *Anxiety/ *Counseling Theories/ *Educational Counseling/ Educational Testing/ *Etiology/ Higher Education/ Intervention/ *Rational Emotive Therapy/ *Student Attitudes/ Study Habits/ *Test Anxiety/ Testing Problems

DIALOG File1: ERIC 66-80/Nov (Item 10 of 61) User 1210 9dec80

ED176963 SE028640
**Math Anxiety: What Can a Learning Center Do About It?**
Dellens, Mike
Apr 1979 14p.; Paper presented at the annual meeting of the Western College Reading Association (12th, Waikiki, Hawaii, April 7-15, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S./ Texas
Journal Announcement: RIEFEB80

Some of the ways of dealing with math anxiety through a learning center are discussed. These are: (1) offering a noh-credit basic mathematics review class, (2) offering one-hour focus groups covering study techniques for entry level math and science courses; (3) sponsoring an informal group dealing with math anxiety; (4) making math anxiety desensitization tapes available in a self-help laboratory, and (5) developing positive liaisons with math department faculty. (MP)

Descriptors: *Anxiety/ *College Mathematics/ *Counseling/ Desensitization/ Higher Education/ *Learning Laboratories/ *Mathematics Anxiety/ *Mathematics Education/ Mathematics Instruction/ Remedial Instruction/ Student Characteristics/ Study Skills

ED173052 RC011945
**Indian Students' Problems in Boarding Schools.**
Klinekole, Ruth V.
BIA Education Research Bulletin, v7 n2 p16-25 May 1979
May 1979 14p.; Not available in paper copy due to marginal legibility
Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Geographic Source: U.S./ New Mexico
Journal Announcement: RIENOV79
Government: Federal

Indian students who have withdrawn from public schools for various reasons may receive alternative education at Bureau of Indian Affairs (BIA) Boarding Schools, but they may also face academic, environmental, and personal problems. Attending a boarding school involves a radical culture break. Students are often far from home, deprived of parental guidance, family support, and cultural reinforcement. BIA schools have historically discouraged the use of the students' native tongue. Students are plunged into a strange, faster-paced environment with confining rules and regulations. Often there is little counseling and many students feel no one cares about them. Peer pressure can be intense. The curriculum itself can be a problem in that many students are one to three years behind in academic skills even though they are of average or more intelligence. This contributes to a high dropout rate. As a result students become dependent upon this strange new system, its rewards, and its objectives. They exhibit depression, anxiety, and poor self-concept, and tend to abuse alcohol. Indian students can help alleviate the problems inherent in boarding school life by making and communicating openly with close friends at the school. Schools can help by aiding the transition to boarding school life. (SB)

Descriptors: *Academic Achievement/ *American Indian Education/ *American Indians/ Anxiety/ *Boarding Schools/ Counseling/ *Cultural Isolation/ Culture Conflict/ Depression (Psychology)/ Dropouts/ Peer Influence/ Program Descriptions/ Self Concept/ Student Adjustment/ *Student Attitudes/ *Student Problems/ Students/ Student School Relationship

Identifiers: Bureau of Indian Affairs

DIALOG File1: ERIC 66-80/Nov (Item 12 of 61) User 1210 9dec80

ED169847 HE011222

**Problems of Undergraduate Students on a Large University Campus: Comparisons on the Basis of Sex, Grades, Year in School, and Help Seeking.**

Fandling, Gery T.; Stafford, Thomas H., Jr.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Apr 1976 21p.; Not available in paper copy due to marginal legibility of original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110)

Geographic Source: U.S./ North Carolina

Journal Announcement: RIESEP79

During the 1974-75 academic year at the North Carolina State University, the frequency and types of difficulties experienced by undergraduates enrolled at the school were investigated. Other study objectives were to determine whether different subgroups within the student population would exhibit more problems in a particular area than in others, and to obtain information on which services would most likely be utilized and how the experience with the counseling center would be rated. Usable responses were obtained from 360 of 474 randomly-selected undergraduates. The survey instrument was composed of 18 statements of problems in addition to questions on counseling center services and satisfaction with services. Some statements were classified into one of the following major problem categories: academic, career/vocational, interaction/relationship with others, and emotional. A rank order is provided of the following types of problems: career plans, worry, taking exams, depression, study habits, nervousness, lack of self-confidence, and curriculum choice. A breakdown is presented of the major problems by sex and by student grade-point average. Data are presented on types of services most likely to be used according to year in school, sex, place of residence and grade-point average. (SW)

Descriptors: Adjustment (to Environment)/ Anxiety/ Career Planning/ *Counseling Services/ *Educational Counseling/ Guidance Centers/ Higher Education/ Institutional Research/ Interpersonal Relationship/ Participant Satisfaction/ Research Projects/ School Surveys/ *State Universities/ Statistical Data/ *Student Adjustment/ *Student Needs/ *Undergraduate Students

Identifiers: *North Carolina State University Raleigh

ED169396 CG013294

**Social Skills Training in Epilepsy Rehabilitation.**

Smith, Wayne R.

Aug 1978 23p.; Paper presented at the Annual Convention of the American Psychological Association (86th Toronto, Ontario, Canada, August, 1978)

Sponsoring Agency: National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.

Contract No.: NO1-NS-6-2341

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Washington

Journal Announcement: RIESEP79

An innovative program at the University of Washington Epilepsy Center which employes group social skills training procedures to ameliorate the psychosocial problems of chronic seizure-disorder patients is described. The rationale for the program is presented through a brief social learning analysis of the effects of long-standing periodic lack of control of one's behavior, (that is, having seizures). The procedures taught in the program's social skills classes, derived from clinical behavior therapy and established self-control and stress-management techniques, are described in detail. Also presented is a description of the development of three skills-training classes. A framework for evaluating the effects of the classes is included, as well as a discussion of several issues relevant to developing a skills training program within a medical setting. (Author)

Descriptors: Behavior Change/ Behavior Patterns/ *Epilepsy/ *Group Counseling/ *Interpersonal Competence/ Patients/ *Rehabilitation Counseling/ Rehabilitation Programs/ *Skill Development/ *Training Methods

DIALOG File1: ERIC 66-80/Nov (Item 14 of 61) User 1210 9dec80

ED166604 CG013214
**The Impact of Stress on Mothers and Their Children.**
Belle, Deborah; And Others
28 Aug 1978 22p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Sponsoring Agency: National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S./ Massachusetts
Journal Announcement: RIEJUL79
Stress appears to jeopardize mental health and maternal behavior and indirectly to jeopardize the mother-child relationship by increasing the risk of maternal depression. An intensive study investigated the stresses experienced by low-income mothers. While both life event and life condition stress were strongly associated with depression, life condition stress scores were more highly correlated with depressive symptom scores. These scores were associated with low proportion of nurturant behaviors by mothers, high proportions of prosocial bids by mothers and low rates of compliance to children's dependent bids. Maternal depressive symptom scores, but not stress scores, were associated with children's reports of unhappiness at home. (BN)
Descriptors: Community Services/ *Depression (Psychology)/ Family Counseling/ *Family Life/ *Heads of Households/ Interpersonal Relationship/ Low Income/ *Mothers/ *Parent Child Relationship/ Risk/ *Stress Variables

ED158177 CG012745
**Counselor Anxiety and Tolerance of Ambiguity: Critical Variables in Rehabilitation Counseling.**
Cook, Daniel W.
22 Mar 1978 14p.; Paper presented at the Meeting of the American Rehabilitation Counseling Association (Washington, D.C., March 19-23, 1978)
Sponsoring Agency: Rehabilitation Services Administration (DHEW), Washington, D.C.
Grant No.: 16-P-56812/RT-13
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ Arkansas
Journal Announcement: RIEJAN79
Research on rehabilitation counseling has generally focused on the roles and functions of the counselor, client attributes as moderator variables affecting counseling outcome and selected counselor traits thought necessary for the development of effective counseling techniques. After an analysis of the literature, two variables, counselor anxiety and counselor tolerance of ambiguity, are hypothesized to augment rehabilitation counselor selection procedures, help explain why certain counselors engage in selected roles and functions, and to account for some of the variance in case difficulty studies. A theoretical rationale for the importance of the variables in rehabilitation counseling is given and research establishing the inter-relationships of the variables presented. In addition, a paradigm using counselor/client anxiety and tolerance of ambiguity interactions is offered, and reasons for incorporating the variables in counselor research and supervision are discussed. (Author)
Descriptors: *Anxiety/ *Counselor Characteristics/ *Counselor Client Relationship/ Counselor Role/ Counselor Training/ Interaction Process Analysis/ *Interpersonal Competence/ Literature Reviews/ Physical Disabilities/ *Rehabilitation Counseling/ Research Reviews (Publications)

ED156997 CG012715
**Counselor Trainee Anxiety Level and Concurrent Counselor Behavior.**
Kreiser, Jeanette S.
31 Mar 1978 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)
Available from: Jeanette Kreiser, 37 Stanford Road West, Rochester, New York, 14620.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC78
This study of counselor trainee behavior during actual counseling sessions is an investigation of the associations between high and low levels of counselor anxiety and the following kinds of counselor responses; empathy, structuring, interrogation and "activity not relevant to the task of counseling." Subjects, two male and three female university students, varied widely in age and counseling experience. The clients were five junior and senior high school students and one parent whose concerns lay in the areas of vocational and personal-social counseling. Mahl's Non-Ah Speech Disturbance Ratio was used to identify 10 points of high and low anxiety in each of 10 interviews. These points were then rated for level of offered empathy based on the Bergin-Solomon Revision of the Truax Accurate Empathy Scale. ANOVAs revealed no significant anxiety level effects on empathy level or interrogation. The effects of anxiety level upon structuring behavior and "activity not relevant to the task of counseling" approached commonly accepted levels of statistical significance. Some counselor effects were significant. Implications for further research were discussed. (Author)
Descriptors: *Anxiety/ *Behavior Patterns/ Counselor Characteristics/ *Counselor Performance/ *Counselor Training/ *Empathy/ Research Projects/ Responses/ Stress Variables

ED156960 CG012554
**Rational-Emotive, Self-Instructional, and Behavioral Assertion Training: Enhancing the Generalization and Maintenance of Treatment Gains.**
Carmody, Timothy P.
Dec 1977 12p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (11th, Atlanta, Georgia, December 9-11, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC78
A sample of 63 subassertive adults participated in four 90-minute sessions of group assertion training. The treatment components of challenging maladaptive cognitions and learning self-instructions were examined by comparing Rational-Emotive, Self-Instructional, and Behavioral Assertion Training. A delayed-treatment control group was also included. The three training groups were not found to be significantly different at posttest on self-report and behavioral measures of assertiveness. The instruments used for self-report were the Rathus Assertive Schedule, the Social Avoidance and Distress Scale, the Fear of Negative Evaluation Scale, and the Self-Assertion Scale. Generalization of treatment gains was successfully demonstrated for all three training groups on role-played scenes not previously rehearsed. However, on an "in vivo" test of transfer of training at posttest, only the Rational-Emotive group evidenced significant generalization of treatment gains. Improvements in assertiveness were shown to be successfully maintained at three-month follow-up for all three training groups. These findings were discussed in terms of the specific techniques employed to facilitate maintenance (e.g., use of personalized assertive scenes for role playing and self-monitoring during follow-up). (Author)
Descriptors: Adults/ Anxiety/ *Assertiveness/ *Behavior Change/ *Behavior Modification/ Followup Studies/ *Group Counseling/ Group Instruction/ *Rational Emotive Therapy/ Research Projects/ Role Playing/ Self Esteem/ Self Expression/ Teaching Methods

ED156957 CG012551
**Employee Concerns and Counselor Role: A Factor Analysis.**
Mazer, Gilbert E.
1977 45p.
Sponsoring Agency: Western Michigan Univ., Kalamazoo.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC78
A significant step in the direction of improving employee counselor services in an industrial setting is offered. The research combined survey and factor analytic methodology to empirically identify sources of employee concerns or stress and to measure the tendency of employees to use counseling services in connection with these problem areas. The factor analysis of the responses of 165 employees to 79 Likert-type subscales which make up the Counselor Utilization Survey yielded a number of sources of employee stress in four broad categories: the company and its operations, personal difficulties, the work role and work content, and interpersonal relationships. The findings indicate that tendency to utilize counselors appears to be a function of the employee difficulty under consideration and whether the employee is blue or white collar. The counselor in the industrial setting will have to be an organizational ecologist as well as an applied mental health worker, an individual who understands how organizational policy and practice affect employees and how these may be structured for maximum benefit to both the organization and employees. To overcome employee feelings of alienation and abasement, counseling should become an integral managerial function, with the counselor assuming a major role in preventing or alleviating conditions which account for worker dissatisfaction. (Author)
Descriptors: *Administration/ *Counselor Role/ *Employee Attitudes/ *Industrial Personnel/ Job Satisfaction/ Motivation / *Personnel Needs/ Research Projects/ Stress Variables/ *Use Studies/ Work Attitudes/ Work Environment/ Work Experience

ED154289 CG012477
**Status Inconsistency in Marriage: Consequences for Life and Marital Dissatisfaction.**
Hornung, Carlton A.; McCullough, B. Claire
1977 39p.; Paper presented at the Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEOCT78
The research reported here examines the consequences of inconsistency between the individual's statuses, his or her spouse's statuses, as well as inconsistencies between husbands' and wives' education and occupation status. Measures of generalized life dissatisfaction and dissatisfaction with marriage are the outcome variables. The data were collected as part of the 1973 and 1974 General Social Surveys conducted by the N.O.R.C. The analysis was performed separately for men and women while controlling for achievement orientation. The results show status inconsistency to be the most important variable for explaining life and marital dissatisfaction. Further, the consequences of status inconsistency differ for men and women and are conditional on the individual's achievement orientation. (Author)
Descriptors: *Achievement Need/ *Educational Background/ Educational Status Comparison/ *Family Problems/ Marital Instability/ *Marriage Counseling/ Mate Selection/ Research Projects/ Social Science Research/ *Socioeconomic Status/ Stress Variables
Identifiers: *Status Inconsistency/ *Two Career Families

ED150463 CG012121
**Effect of Counselor Attire on Outcomes of an Initial Counseling Session.**
Hubble, Mark A.
.7193. 8p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL78
The effect of counselor attire on outcomes of an initial counseling session was studied in a counseling analogue. Clients were 54 female undergraduates enrolled in undergraudate psychology courses at a large Mideastern university. Each client volunteered to discuss a concern of a personal-social nature with a doctoral student in counseling psychology. Three counselors interviewed six clients in each of three attire conditions: traditional, casual, and highly casual. Analysis of main effects showed that counselor attire impacted the A-State Anxiety Scale. The Newman Keuls test showed that clients felt significantly lower anxiety with a casually attired counselor than with a highly casually attired counselor; no differences emerged between casual and traditional attire on the anxiety measure. A post hoc analysis with an item of the PFQ eliciting clients' preference for personal dress revealed a relationship between clients' reported personal dress and counselor attire in affecting the anxiety measure. Clients reported significantly less anxiety with a counselor dressed in attire more formal than their own reported style of dress. Implications of the findings for counselors and questions for further research are presented. (Author)
Descriptors: *Anxiety/ *Clothing/ College Students/ *Counseling Effectiveness/ *Counselor Characteristics/ *Emotional Response/ Interpersonal Relationship/ Psychological Patterns/ Research Projects

ED150405 CE014724
**It's About Time Emotional Disturbance Came Out In the Open**
Gugerty, John J.
Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
1977 65p.
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUL78
Addressed to vocational educators, this booklet discusses topics relating to mental health and understanding emotional disturbance. The following topics are covered: definitions of mental health, normality, and mental illness; signs of possible development of serious emotional problems; the number of people considered emotionally disturbed; treatment for people with emotional problems; the emotionally troubled person in the classroom and what the teacher can do; communication; empathy; constructive use of feedback; barriers to effective communication; job placement considerations; improving mental health; coping with the milder variety of depression; coping with stress; and prevention of mental illness. A brief description of the Mental Health Association in Wisconsin and listings of chapter presidents and addresses, where to get help for emotional problems in Wisconsin, and a bibliography are included. (TA)
Descriptors: Communication (Thought Transfer)/ *Communication Skills/ *Counseling/ Emotional Adjustment/ *Emotional Disturbances/ Emotional Problems/ Guides/ Helping Relationship/ Intervention/ Job Placement/ *Mental Disorders/ *Mental Health/ Nonverbal Communication/ Personality Problems/ Student Teacher Relationship/ Teacher Role/ Vocational Education

DIALOG File1: ERIC 66-80/Nov (Item 22 of 61) User 1210 9dec80

ED145294 CG011765
**Feminism and Psychological Autonomy: A Study in Decision-Making.**
Sacks, Susan R.; Eisenstein, Hester
Sep 1976 30p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)
Sponsoring Agency: Columbia Univ., New York, N.Y., Barnard Coll.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEMAR78
Women seeking to realize the feminist goal of autonomy, defined as self-interested decision-making, encounter conflict and anxiety. This study reports a group experience, using life-space drawings and force-field analyses to reduce anxiety and foster autonomous decision-making. Of the 15 women participants in the year-long study, 100% reported at least one action in the area originally designated for decision-making. Among the components in the process, participants cited identification with and support and information from, other group members. The results suggest that for the women in this study, group participation enhanced individual autonomy. (Author)
Descriptors: *Anxiety/ Art Therapy/ *Decision Making/ Females/ *Feminism/ *Group Counseling/ *Individual Power/ Job Satisfaction/ Psychological Studies/ *Self Actualization/ Sex Role
Identifiers: *Autonomy

ED144959 TM006394
**The Politics of Test Anxiety.**
Carr, Rey A.
23p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: MISCELLANEOUS (999)
Journal Announcement: RIEFEB78
Current research and treatment methods view test anxiety as the student's problem. The author challenges the prevailing view and describes test anxiety not only as the student's psychological problem, but also as one result of the university's struggle to maintain power over the students. Consulting with faculty, acting as student advocates, and publicly affirming research findings are discussed as preventive or developmental counseling strategies, and are viewed as means of liberating student growth and learning. (Author/MV)
Descriptors: *Anxiety/ College Faculty/ Colleges/ *College Students/ Counseling Services/ Educational Testing/ Higher Education/ *Political Influences/ *Student Attitudes/ Student Behavior/ *Student College Relationship/ *Test Anxiety/ *Tests

ED138852 CG011315
**Audio-Taped Desensitization for the Modification of Speech and Communication Anxiety.**
McManus, Marianne
.7193. 9p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C. September 3-7, 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEOCT77
The fear of speaking before a group affects a high percentage of American adults. The effectiveness of an audiotape desensitization program was compared to conventional therapist-led group desensitization and no treatment for the modification of speech and communication anxiety behaviors. All desensitization treated subjects demonstrated significant anxiety level changes. Non-treated subjects did not. Subjects in the audiotape condition did not score in a significantly different manner from therapist-led group subjects. The results of the study indicate than an audiotape, low-therapist-contact desensitization program can be as effective as the customary therapist-directed desensitization programs. It also demonstrated the feasibility and acceptance of such a program by counseling clinic clients. (Author)
Descriptors: *Anxiety/ *Behavior Change/ College Students/ *Counseling Services/ *Desensitization/ *Program Effectiveness / Psychological Patterns/ Research Projects/ *Speech Improvement/ Therapy

DIALOG File1: ERIC 66-80/Nov (Item 25 of 61) User 1210 9dec80

ED136561 FL008380
**Teacher Training: A Counseling Focus.**
Dowling, Gretchen; Sheppard, Ken
1976 29p.; Paper presented at the National Convention of Teachers of English to Speakers of Other Languages (New York, New York, March 3-6, 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEAUG77

Drawing on the work of Charles Curran, this paper proposes ways in which the training of teachers might be facilitated through regular counseling. Anxiety is seen as the chief difficulty in the conventional training process. This anxiety, caused by fear of making mistakes, of losing job security, or of performing in public and being evaluated, can be minimized by a careful application of counseling principles in the interaction of the trainer and the trainee, most significantly following the trainee's early teaching demonstrations. Training processes hinge on the concept of the "understanding response," requiring the trainer to not only evaluate the trainee, but also attempt to understand his anxiety. The training process described has two phases: (1) valuation, or understanding of the trainee's experience; and (2) instruction, during which the trainee builds on what he has already learned and corrects mistakes. A detailed description of specific interactions and their likely consequences is provided. (CLK)

Descriptors: Anxiety/ *Counseling/ *Counseling Effectiveness / Counseling Theories/ *Interaction/ Language Instruction/ *Language Teachers/ Models/ Second Language Learning/ *Teacher Education

ED133000 JC770035
**Impact of Instruction and Counseling on High Risk Youth. Final Report.**
Roueche, John E.; Mink, Oscar G.
Texas Univ., Austin. Dept. of Educational Administration.
30 Sep 1976 266p.
Sponsoring Agency: National Inst. of Mental Health (DHEW), Rockville, Md.
Grant No.: R01MH22590
EDRS Price - MF01/PC11 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY77

A study was conducted to compare the effectiveness of nontraditional and traditional counseling and instructional methods in meeting the socio-emotional and academic needs of nontraditional ("high risk") community college students. Individualized learner-oriented mastery instruction with emphasis on audiotutorial methods and a composite of counseling methods referred to as a "counseling for internality" strategy were selected as the treatment methods. Subjects were students enrolled in developmental studies programs at ten community colleges; colleges were assigned to one of four cells in the study design. Subjects were pre-tested with a variety of instruments to obtain measures of anxiety and locus of control, and subsequent measures were taken over a three-semester period. Data analyses indicated that traditional counseling and instruction initially produced greater increases in internality and decreases in anxiety but after two semesters fostered a movement toward externality and increases in anxiety, while the nontraditional methods were more effective over the longer period of time. Additionally, the most positive changes occurred in schools where the most humanistic atmospheres prevailed. Data are analyzed by sex and ethnic group and are presented in extensive tables. A review of the literature and study-related materials are included. (JDS)

Descriptors: *Anxiety/ Community Colleges/ Comparative Analysis/ Conventional Instruction/ *Counseling Effectiveness/ Counseling Theories/ Developmental Programs/ Educational Research/ *Individualized Instruction/ *Locus of Control/ Minority Groups/ *Nontraditional Students/ Sex Differences/ Student Characteristics/ *Two Year Colleges/ Two Year College Students

DIALOG File1: ERIC 66-80/Nov (Item 27 of 61) User 1210 9dec80

ED126403 CG010695

**Pushing the Freshman First Semester Panic Button: Some Perspectives on Counseling Anxious Freshmen the First Weeks of School.**

Margolis, Gary F.

4Cp.; Not available in hard copy due to marginal legibility of orignial document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEDEC76

This paper deals with the college freshman, his anxieties in the first few weeks of school, and the ways in which the college counselor can help. The anxious freshman is seen as expressing his panic and confusion by noting the differences between himself and his peers, and by questioning the correctness of his college related decisions. His anxieties are aggravated by homesickness and the fact that he is at this stage both adolescent and adult in terms of feelings, expectations and demands. In those first few weeks the freshman needs immediate feedback or response, and that is not always possible. Intervention by the Counseling Center should be provided by counselor availability, provision of advisory services, outreach to the new students, anticipation and preparation, and helping the student express as many of his feelings and concerns as possible. (NG)

Descriptors: *Adjustment (to Environment)/ *Anxiety/ *College Freshmen/ *Counseling Services/ Emotional Adjustment/ *Guidance Centers/ Higher Education/ Intervention/ *Student Personnel Services

ED125020 CS501426

**The Problem of Communication Apprehension in the Classroom.**

McCroskey, James C.

1976 20p.; Paper prepared for the special edition of "Communication, Journal of the Communication Association of the Pacific" compiled for the C.A.P. Convention (Kobe, Japan, June 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: MISCELLANEOUS (999)

Journal Announcement: RIENOV76

"Communication apprehension" is a broad-based fear or anxiety associated with either real or anticipated communication with another person or persons. The purpose of this paper, the fifth in a series of five dealing with communication reticence is to speculate on the causes, correlates, and effects of communication apprehension. The effects of communication apprehension in the classroom are especially relevant to those involved in speech instruction. The impact of this problem on standardized achievement tests, grade point average, achievement in small classes, personalized instruction and lecture classes is discussed. Possible causes for communication apprehension, such as intelligence, teacher expectation, student attitudes, and student withdrawal, are also analyzed. (KS)

Descriptors: *Anxiety/ *Classroom Communication/ *Communication Skills/ Counseling Theories/ Educational Therapy/ Elementary Secondary Education/ Interaction/ *Interpersonal Competence/ Postsecondary Education/ Social Integration/ *Speech Skills/ Speech Therapy

Identifiers: *Reticence/ Shyness

ED125019 CS501425

**Continuing Effects of a Rhetorical Method of Instruction for Reticent Students.**

Gerkvitz, Susan K.

1976 12p.; Paper prepared for the special edition of "Communication, Journal of the Communication Association of the Pacific" compiled for the C.A.P. Convention (Kobe, Japan, June 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: MISCELLANEOUS (999)

Journal Announcement: RIENOV76

The purpose of this paper, the fourth in a series of five dealing with communication reticence, describes the residual effects of training in a treatment program for communicationally reticent individuals. A questionnaire to assess the specific problems which led students to seek instruction in the special speech sections of the Pennsylvania State University, and to gauge recall of basic skills (goal analysis, audience analysis and structuring) taught in the course was designed. According to the 154 sets of responses received, a high percentage (64%) of students detailed both immediate and continuing influence from instruction in the program. Suggestions for further study in methods and effects of instruction are included. (KS)

Descriptors: *Anxiety/ Behavioral Science Research/ College Students/ *Communication Skills/ Counseling Services/ Educational Research/ *Educational Therapy/ Higher Education/ *Interaction/ *Interpersonal Competence/ Rhetoric/ Social Integration/ *Speech Skills/ Speech Therapy

Identifiers: *Reticence/ Shyness

ED125018 CS501424

**The Effects of a Rhetorical Method of Instruction on a Selected Population of Reticent Students.**

Metzger, Nancy J.

1976 13p.; Paper prepared for the special edition of "Communication, Journal of the Communication Association of the Pacific" compiled for the C.A.P. Convention (Kobe, Japan, June 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: MISCELLANEOUS (999)

Journal Announcement: RIENOV76

The student who has come to be called "reticent" expresses concern about many oral, communicative behaviors, ranging from public speaking to meeting strangers and carrying on a few minutes of "small talk." A rhetorical method of instruction was utilized in a study conducted to determine the effects of treatment on a selected population of twenty reticent college students. Goal setting, including student alteration of self-perception in communicative situations and the demonstration of sufficient skills to cope with these situations, was accomplished. Assessment of the effects of instruction over a twelve-month period was accomplished by evaluation by the instructor and eight outside observers of a progress journal and five videotaped interviews. Of the original twenty students, seven were assessed as having made adequate improvement, and three were assessed as having made minimal improvement; an association between improvement and students' ability to apply rhetorical methods to communication was noted. (This is the third in a series of five papers on communication reticence.) (KS)

Descriptors: *Anxiety/ Behavioral Science Research/ College Students/ *Communication Skills/ Counseling Services/ Educational Research/ *Educational Therapy/ Higher Education/ *Interaction/ *Interpersonal Competence/ Rhetoric/ Social Integration/ *Speech Skills/ Speech Therapy

Identifiers: *Reticence/ Shyness

ED125017 CS501423

**Developing a Reticence Program.**

Sokoloff, Kent A.

1976 12p.; Paper prepared for the special edition of "Communication, Journal of the Communication Association of the Pacific" compiled for the C.A.P. Convention (Kobe, Japan, June 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: MISCELLANEOUS (999)

Journal Announcement: RIENOV76

This second in a series of five papers on communication reticence discusses the establishment of a setting for the treatment of communicationally reticent individuals. Eleven years of operation of a formal program at the Pennsylvania State University provides the basis for discussion of factors in the operation of the system. An eclectic philosophy of treatment focusing on speech processes rather than medical, psychological, or speech pathological problems is stressed. Treatment methods basically consist of exceedingly intense teaching of rhetorical subprocesses. Screening and selection of clients, staff training, and problems of establishing a clinical unit in the academic setting are also discussed. (KS)

Descriptors: *Anxiety/ *Clinical Diagnosis/ College Students / *Communication Skills/ Counseling Services/ Counseling Theories/ *Counselor Training/ Educational Therapy/ Higher Education/ Interaction/ *Interpersonal Competence/ Social Integration/ Speech Skills/ *Speech Therapy

Identifiers: *Reticence/ Shyness

ED125016 CS501422

**The Noncommunicators.**

Phillips, Gerald M.

1976 11p.; Paper prepared for the special edition of "Communication, Journal of the Communication Association of the Pacific" compiled for the C.A.P. Convention (Kobe, Japan, June 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: MISCELLANEOUS (999)

Journal Announcement: RIENOV76

This first in a series of five papers on communication reticence discusses the ways and means of discovering people with communication problems. The isolation of "reticent" individuals, or those with an excessive amount of anxiety in communication situations, from the rest of the population is best accomplished by simply asking people if they would care to volunteer for instruction in common communication tasks (conversations, interviews, public speaking). A "rhetoritherapist," who deals only with the solution to communications problems, must be concerned with appropriate analysis of client deficiencies, establishment of goals, definition of deficiencies in subprocesses, client motivation and investment in treatment, and rhetorical quality. All instruction should be preceded by negotiation and an agreement of goals based on the individual's free choice; the assumption of pathology concerning "reticent" individuals is based on cultural definitions of appropriate communication and is not a necessary construct to treatment. (KS)

Descriptors: *Anxiety/ *Communication Skills/ Counseling Theories/ Educational Therapy/ *Interaction/ *Interpersonal Competence/ Postsecondary Education/ Secondary Education/ Social Integration/ *Speech Skills/ *Speech Therapy

Identifiers: *Reticence/ Shyness

DIALOG File1: ERIC 66-80/Nov (Item 33 of 61) User 1210 9dec80

ED123536 CG010574
**The Counselor and Genetic Disease: Huntington's Disease as a Model.**
Wexler, Nancy S.
Aug 1975 21p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEOCT76
This speech offers a brief description of Huntington's Disease (HD): its causes, symptoms, and incidence. It then concentrates on the psychological problems of persons one of whose parents had the disease, and the role of the counselor in helping these humans cope with their fears about contacting it themselves. A relatively detailed case study is presented of a 22-year old women whose mother had HD. The paper concludes with the following therapeutic suggestions: (1) listen to the anxieties, worries, doubts, and other problems of at-risk individuals; (2) without minimizing the gravity of their concern, offer realistic hope; (3) offer support by explaining the availability of new facilities to reduce suffering in the event the disease occurs; and (4) relieve any guilt that at-risk clients or those already suffering with HD might have toward their parents or/and children. (SE)
Descriptors: *Anxiety/ Case Studies/ Counseling/ *Family Counseling/ *Genetics/ *Heredity/ *Neurological Impairments/ *Psychotherapy/ Stress Variables
Identifiers: Huntingtons Disease

ED113621 CG010123
**Glasser Discussions in Elementary School.**
Fletcher, M. Josephine
.7194. 22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAR76
Research results have suggested that reduction of anxiety and defensiveness among students in a group situation enhances school achievement and school motivation. The present study aimed at demonstrating that using the Glasser discussion method, which encourages students to take responsibility and discuss various problems that they face in school, increases motivation and improves their self-concept. Six groups of 10 elementary school students each served as subjects. Two groups were led by counselors, another two by teachers while the other two served as controls. The increase in school motivation, as assessed from the pre- and post-treatment scores of the subjects on the SCAMIN inventory, was significantly higher in the counselor-led groups than in the teacher-led groups, but the experimental groups were not significantly different from the control groups. The increase in self-concept, as assessed on the SCAMIN Inventory, was significantly higher in the teacher-led groups than it was either in the courselor-led or control groups. The author concludes by suggesting that the Glasser discussion techniques be used for a longer time span. (Author/SE)
Descriptors: Anxiety/ *Classroom Guidance Programs/ Counselor Role/ Educational Development/ Elementary Education/ Group Counseling/ *Motivation/ Research Projects/ *Self Concept/ *Teacher Role
Identifiers: *Glasser (William)

ED103564 UD014952
**Child Abuse: Principles and Implications of Current Pediatric Practice.**
Newberger, Eli H.; Hyde, James N., Jr.
Jun 1974 47p.; Paper presented in part at the Conference of Research in Child Abuse (Bethesda, Md., June 1974)
Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEJUL75
This paper summarizes data and experience with child abuse pertinent to child health practice. It goal is to foster sound and rational medical management. Because of the complex origins of child abuse, however, and of the institutional and social changes which shall have to accompany excellent practice if child abuse is effectively to be treated and prevented, issues of program and policy development are also addressed. The knowledge base about child abuse is conceptually and methodically limited. Our understanding of the problem of child abuse is broadened by several recent descriptive reports which demonstrate that childhood accidents and child abuse are temporally associated, that the parents of abused children are rarely neurotic or psychotic, and that the developmental sequelae of child abuse and neglect are serious. Child abuse has also been observed to be associated with poverty, low birth weight, parental alcohol and drug abuse, crime, social isolation, marital stress, and unemployment. The coordinated, interdisciplinary management of child abuse may reduce the toll of reinjury while children stay in their own homes. A helpful integrating concept in the diagnosis and treatment of child abuse is the family's capacity to protect its child, either from the consequences of their own angry feelings toward him, or from the hazards of his nuturing environment. (Author/JM)
Descriptors: Case Studies/ *Child Abuse/ *Child Care/ Child Development/ Child Welfare/ *Family Characteristics/ Family Counseling/ Family Relationship/ Health Needs/ Hospitalized Children/ Intervention/ *Medical Research/ Parent Attitudes/ *Parent Child Relationship/ Physical Health



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ED099699 CG009130
**Flooding and Implosive Therapy with Situation Specific and Non-Situation Specific Anxiety.**
Boudewyns, Patrick A.
1973 17p.; Paper presented at the Association for Advancement of Behavior Therapy (Miami, Florida, December 1973)
Available from: Patrick A. Boudewyns, Research Service, Veterans Administration Hospital, Iowa City, Iowa 52240
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEMAY75
Two inpatients, one with a circumscribed phobia for dentists and dental offices and another who had been diagnosed as suffering from an anxiety neurosis, were treated with a flooding procedure. A simple flooding technique which dealt with only the symptom contingent cues was sufficient to change behavior in the former case, but for the relatively complex anxiety neurosis the more structured flooding technique, Implosive Therapy, was used. The case studies were considered demonstrative of the process of flooding as it applies to both a situation-specific and a non-situation-specific anxiety state. Some theoretical and semantic issues relative to therapy process were discussed. (Author)
Descriptors: *Anxiety/ *Behavior Change/ Case Studies/ Counseling/ Extinction (Psychology)/ *Neurosis/ Psychiatry/ *Responses/ *Therapy
Identifiers: *Implosive Therapy

ED084728 EC060503
**Families of Deaf-Blind Children: Case Studies of Stress.**
Hammer, Edwin K.
Callier Hearing and Speech Center, Dallas, Tex.
.7193. 17p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: OEG-0-9-536003-4093
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEAPR74
Parents of deaf-blind children frequently have common needs and experience definite critical times of stress as their child matures. Parents need emotional understanding and support, information and facts, a greater degree of active participation in habilitation planning, a self image of themselves as competent and participating community members, an understanding of their role in the habilitation process, and an understanding of present and future expectations for the handicapped child. The following critical times are likely to increase parental stress: at birth or upon suspicion of handicaps, at time of diagnosis and treatment, as child nears age for school placement, as child nears puberty, as child nears age for vocational planning, and as parents age and child may outlive them. (DB)
Descriptors: *Deaf Blind/ *Exceptional Child Education/ Multiple Disabilities/ *Parent Counseling/ *Psychological Needs/ *Stress Variables

ED074406 CG007888
**Group Systematic Desensitization of Test Anxiety.**
Morin, Kenneth N.
1972 21p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG73
The paper describes a group desensitization program aimed at assisting students to perform to the best of their ability in a testing situation if they suffer from extreme debilitating anxiety. Since the problem is pervasive and the number of trained limited, the author suggests that the group program is an efficient and effective method of attacking test anxiety. The program described here has been used with Georgia State University students who either volunteered or were professionally referred. The number, length, and spacing of meetings is discussed as well as an outline of the content of the sessions. The first session is spent discussing systematic desensitization in simple terms, talking about tests, anxiety, and an orientation to what lies ahead. The next two or three sessions are devoted to learning deep muscular relaxation, while the last four to six are spent going through the hierarchy. The role of the counselor as a fascilitator of such programs in preventative mental health is also examined. (Author/SES)
Descriptors: Affective Behavior/ *Anxiety/ *College Students / Counseling/ *Counseling Services/ Counselor Role/ *Desensitization/ Educational Testing/ Groups/ Guidance Centers/ Performance/ *Program Descriptions



123

124

ED068886 CG007612

**A Comparison of Systematic Desensitization and "Sensitization" Treatments for Reducing Counselor Anxiety.**

Carter, Dianne K.; Pappas, James P.

Sep 1972 11p.; Paper presented at the American Psychological Association Convention, 2-8 September, 1972, Honolulu, Hawaii

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAR73

A comparison was made of the effects of systematic desensitization, a "sensitization" treatment (designed to increase awareness of anxiety) and no-treatment on the reduction of beginning counselors' anxiety. Forty-one counseling graduate students, assigned to one of the three conditions, served as subjects. With treatments intervening, the subjects participated in pre-post counseling interviews with a client-accomplice. Four basic types of anxiety measures were employed for a total of twelve individual measures. Subjects were treated in groups of six to nine. The pre-post experimental task was for the subjects to interpret an interest task and to counsel a client on any related personal problem. Analysis of the post anxiety measure showed no differences between the treatment groups but, in comparison to a no-treatment control group, both treatments were associated with significant anxiety reduction on four measures related to extraneous body movement and self-reported anxiety. (Author/BW)

Descriptors: *Anxiety/ Behavioral Science Research/ College Students/ *Counseling Effectiveness/ *Counselor Performance/ Counselors/ *Counselor Training/ *Desensitization/ Graduate Students

ED056321 CG006684

**The Innovative Use of the Relaxation Process in Counseling.**

Downing, Lester N.

Brigham Young Univ., Provo, Utah.

Apr 1971 12p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAR72

This paper demonstrates how the proper use of the relaxation process may: (1) make the counseling experience more fruitful and pleasant; (2) facilitate the maximum functioning of the client; (3) reduce physical and emotional tensions; (4) create a physical condition more conducive to attacking other problems; (5) clear the mind for clear and logical thinking; and (6) promote productive and creative efforts by which worthwhile achievements may be realized. The other discusses the goals and possible outcomes of counseling and the place of relaxation in this process. Much of the paper is given over to the principles and actual mechanics involved in relaxation training. Emphasis is on relaxation as a tool for building self-confidence in the client, as well as on behavior changes. A brief consideration of the limitations of the relaxation process concludes the paper. (Author/TL)

Descriptors: *Anxiety/ Behavior/ *Behavior Change/ *Behavior Modification/ *Counseling/ Counseling Effectiveness/ *Counseling Objectives/ Counselor Performance/ *Desensitization/ Inhibition/ Relaxation Training

ED054165 CG006568

**The Use of Models in a Desensitization Procedure.**

Leventhal, Allan M.

American Univ., Washington, D.C.

Apr 1971 4p.; Speech given before American Personnel and Guidance Association Meetings, Atlantic City, N.J., April 4-8, 1971

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN72

The author describes a counseling technique which: (1) is based upon behavior theory and treats acts and thoughts as operants, and anxiety as a respondent controlled by classical conditioning; (2) entails in vivo desensitization, requiring the construction of a hierarchy of anxiety-provoking situations which can be enacted; (3) uses peer- or social-models to both elicit and extinguish anxiety and aid in the development of alternative behaviors; and (4) involves a fine grain analysis of the client's thoughts and behaviors, as soon as possible after their occurrence in the treatment situation, to aid in the development of alternative thoughts and behaviors which interfere with anxiety. Two cases, with whom these procedures were successful, are discussed. (TL)

Descriptors: *Anxiety/ Behavioral Objectives/ Behavior Change/ *Behavior Modification/ Behavior Problems/ Counseling Effectiveness/ Counseling Objectives/ *Desensitization/ Operant Conditioning/ *Peer Groups/ *Socialization

ED052170 24 SP005106

**The Effect of Group Counseling upon the Classroom Behavior and on the Manifest Anxiety of Elementary School Student Teachers. Final Report.**

Eder, Sidney Charles
Arizona State Univ., Tempe.
May 1971 81p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-0-I-126
Contract No.: OEC-9-71-0004(057)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT71

This study assesses the effectiveness of a group counseling treatment on the classroom behaviors and on the manifest anxiety levels of elementary school student teachers. The subjects were 44 volunteer student teachers, randomly assigned to three groups: 1) an experimental counseling group, 2) a Hawthorne seminar control group, and 3) a control group. The counseling group received eight weekly group counseling treatments with the Problem Identification Model, which employs psychodramatic techniques. The seminar group met for equivalent amounts of time. Classroom behavior was measured by a posttest only design: during the last week of student teaching, two 20-minute samples of each subject's teaching behavior were obtained using the Flanders Interaction Analysis Categories with Nonverbal Categories (FIAC/NVC). A repeated measures design assessed manifest state anxiety over time: the State-Trait Anxiety Inventory (STAI) was administered to all subjects prior to, in the middle of, and at the end of student teaching. The Confidential Evaluation Form (CEF) was filled out by cooperating teachers. Results showed no significant differences between groups in percentages of restricting classroom behavior or in decrements of state anxiety over time. On the CEF, however, the counseling group was rated significantly higher than the other groups on "innovativeness" and "potential as a teacher." (RT)

Descriptors: *Anxiety/ Behavior Modification/ *Counseling Effectiveness/ Elementary Education/ *Group Counseling/ Preservice Teacher Education/ *Student Teachers/ Teacher Attitudes/ *Teacher Behavior

Identifiers: Flanders System of Interaction Analysis/ State Trait Anxiety Inventory (Spielberger)

ED051265 24 TM000574

**The Comparison of Three Approaches to the Reduction of Test Anxiety in High School Students. Final Report.**

Maes, Wayne R.; Heimann, Robert A.
Arizona State Univ., Tempe. Dept. of Educational Psychology.
Oct 1970 73p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-9-I-049
Grant No.: OEG-9-9-120049-0020(057)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIESEP71

The relative effectiveness of client-centered, rational-emotive, and desensitization therapies in reducing test anxiety among high school students was investigated. The sample was drawn from 2336 students in grades 10 through 12 who were administered the Spielberger State-Trait Anxiety Inventory (STAI). Thirty-three subjects with high State anxiety but average or low Trait anxiety were selected. Each student was counseled from seven to eleven times during a five-week period by advanced graduate students. Each student was randomly assigned to one of four groups, i.e. client-centered, rational-emotive, desensitization, or no-treatment control Counselor training sequences were designed for each of the three therapeutic approaches. Criterion measures were pre and post administrations of the STAI; psychogalvanic skin response (GSR) measures; and heart rate (HR) response measures. There were no significant differences between the four groups in the STAI; but significant differences at <.05 level were found in the predicted direction between group treatments and controls on criteria of GSR and HR. Post hoc analyses disclosed significance for the desensitization treatment group on GSR, and the rational-emotive treatment group on heart rate. Final analysis revealed differences only with the rational-emotive treatment group and controls on H.R. (Author/PR)

Descriptors: *Anxiety/ *Counseling/ Criteria/ *Educational Psychology/ Emotional Response/ Guidance/ High School Students / Learning/ Nondirective Counseling/ Psychotherapy/ Rational Emotive Therapy/ Social Studies/ Statistical Analysis/ *Testing/ Tests/ *Therapy

Identifiers: State Trait Anxiety Inventory (Spielberger)

DIALOG File1: ERIC 66-80/Nov (Item 44 of 61) User 1210 9dec80

ED048551# AC010120
**Helping and Human Relations; A Primer for Lay and Professional Leaders. Volume I. Selection and Training.**
Carkhuff, Robert R.
1969 319p.
Available from: Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJUL71
Focusing on the rights, responsibility, and role of one who intervenes therapeutically in another person's life, this volume builds on a practical and theoretical human relations base with a view toward guidelines for effective professional training and personnel selection. In an overview of the helping profession, the first chapter presents evidence that lay training programs have been more effective than professional programs as measured by indexes of constructive change in those helped. Part 2 provides a paradigm for the development of psychological health and psychopathology and analyzes variables (helper, helpee, contextual and environmental influences) that influence the success of treatment programs. The next two sections discuss the creation of selection and training procedures, with particular emphasis on the need for skills in discrimination (ability to choose the most suitable helping procedure) as well as in communication or empathy. Finally, a selection and training model is proposed which offers a formula for predicting effects of training on the level of trainee functioning. (LY)
Descriptors: Anxiety/ Bibliographies/ Communication (Thought Transfer)/ Counseling/ Decision Making/ Empathy/ Environmental Influences/ *Helping Relationship/ Human Relations/ *Human Services/ *Personnel Selection/ Professional Personnel/ *Professional Training/ *Psychotherapy/ Racial Relations/ Research/ Role Playing/ Volunteers

ED046053 CG006144
**The Effect of Self and In Vivo Desensitization on Counselor Trainee Anxiety and Performance.**
Miller, Thomas V.
Toledo Univ., Ohio.
.6199. 30p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY71
The rationale, planning and implementing of this research is discussed in terms of its three hypotheses: (1) that both self desensitization and in vivo desensitization would result in lower Fear Index and Anxiety Differential scores of counselor trainees just prior to communicating with a role playing client in a counseling room where they are observed by their supervisors; (2) that in vivo desensitization would be more effective than self desensitization for reducing anxiety in the situation described; and (3) that both treatment groups would have higher performance scores on certain performance evaluation criteria than the control group. None of these hypotheses were supported. Possible explanations and data on subject variables are discussed. (TL)
Descriptors: *Anxiety/ *Counseling Effectiveness/ *Counselor Performance/ *Counselor Training/ Discrimination Learning/ Learning Theories/ *Professional Training

ED040463 CG005494
**Group Desensitization of Test Anxiety. Student Counseling Service.**
McManus, Marianna
Iowa State Univ., Ames.
.7190. 12p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV70
Following an orientation session in which test-anxious students were instructed in the theory and methods of desensitization, eighteen ISU undergraduates applied for a desensitization and counseling program for test-taking anxiety. All students committed themselves to attend seven weekly meetings and to practice daily the relaxation exercises at home. Nine of these eighteen subjects were assigned to the treatment group and nine to the wait-list control group on the basis of a free class hour at program time. Treatment consisted of seven disensitization and counseling sessions. The treatment and control groups did not differ significantly in initial Grade Point Average or scores on the A.C.T. Test. Both groups improved G.P.A. the program quarter. But only the treatment group demonstrated a statistically higher improvement. It is concluded that group desensitization in this seven session model is an effective and efficient technique to modify anxiety responses to test taking situations. (Author)
Descriptors: *Anxiety/ *Behavior Change/ College Students/ Counseling/ *Counseling Services/ Grade Point Average/ *Psychological Patterns/ Student Problems/ Testing/ *Testing Problems

ED039658 EC005554

**An Analysis of the Effectiveness of a College Preparatory Program for the Visually Impaired.**

Smith, Clyde Raymond

Arkansas Enterprises for the Blind, Inc., Little Rock.

Nov 1969 181p.

Sponsoring Agency: Rehabilitation Services Administration (DHEW), Washington, D.C.

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEOCT70

A 9-week summer college preparatory program for the visually impaired provided counseling and training in academics, mobility, and skill and vocational areas. To determine its effectiveness, tests were administered to its 27 participants and to 18 controls. Results indicated that self concept was a significant variable in discriminating between the two groups and in predicting students likely to persist through the freshman year. The semantic differential techniques also rendered data significant both as a discriminator and a predictor. Anxiety was found not to be significant; attrition was greatest among the 18 controls. (Author/JD)

Descriptors: Anxiety/ Blindness/ College Freshmen/ *College Preparation/ Counseling/ *Exceptional Child Research/ Prediction/ *Program Effectiveness/ Self Concept/ Self Evaluation/ Skill Development/ Student Attitudes/ *Success/ Summer Programs/ *Visual Impairments/ Vocational Education

ED036879 24 CG005178

**Three Experimental Modes of Counseling. Center for the Study of Evaluation of Instructional Programs Working Paper No. Five.**

Sorenson, Garth; Hawkins, Richard K.

California Univ., Los Angeles. Center for the Study of Evaluation.

Aug 1968 58p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-6-1646

Contract No.: OEC-4-6-061646-1909

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUL70

An evaluation model was applied to three experimental modes of counseling. They were compared on the basis of three interviews with respect to their affects on behavior, moods, and feelings about counseling. Mode 1 counselors guided counselees in making their own plans for coping with problems. Mode 2 counselors suggested specific actions. Mode 3 counselors explored feelings. Three experimental counselors were trained in all three modes. Thirty-six subjects, student teachers who reported stress, were randomly assigned to counselor and mode. Their reactions to counseling were collected during and following interviews. It was found that: (a) high-stress counselees were more likely to continue in counseling regardless of mode; (b) more mode 2 counselees were satisfied with their interviews; (c) more mode 1 counselees actually tried the plans they made during interviews. Other findings and their implications are discussed. (Author)

Descriptors: Affective Behavior/ Behavior Patterns/ *Counseling/ Counseling Objectives/ *Counselors/ *Evaluation/ Interviews/ *Models/ *Research Methodology

ED036404 24 RE002385

**The Effects of a Combined Reading and Group Counseling Program on Community College Students Enrolled in Reading Improvement Classes. Final Report.**

Pearson, David T.

Columbia Basin Coll., Pasco, Wash.

Aug 1969 25p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-I-069

Grant No.: OEG-9-8-081069-D129(010)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUN70

The effects of group counseling upon the reading improvement of students attending a college reading-improvement class were investigated. All students enrolled in the class (56) were randomly assigned to a control or experimental group. Pretest and post-test measures were taken using the following instruments: The Diagnostic Reading Tests, Survey Section; The Tennessee Self Concept Scale; The Survey of Study Habits and Attitudes; and the Institute for Personality and Ability Testing 8 - Parallel - Form Anxiety Battery. Fall, winter, and spring term grade point averages were used. Control subjects attended four 50-minute reading classes per week, while the experimental subjects attended two of the same classes per week and participated in group counseling during the remaining periods. Data were treated by analysis of covariance. Counseling groups' interactions were compared for the first and tenth counseling sessions through use of the Hill Interaction Matrix utilizing analysis of variance. The findings indicated no significant differences between the total experimental and control groups on reading improvement, self-concept, anxiety, study habits and attitudes, and grade point average as a result of group counseling. Bibliography and tables are included. (WB)

Descriptors: *Affective Behavior/ Anxiety/ College Students/ Grade Point Average/ *Group Counseling/ *Nondirective Counseling/ *Reading Improvement/ *Reading Research/ Self Concept/ Student Attitudes/ Study Habits

ED035155# EC004872
**Psychiatric Examination of Children.**
Simmons, James E.
Nov 1969 184p.
Available from: Lea and Febiger, 600 Washington Square, Philadelphia, Pennsylvania 19106 ($4.75)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEMAY70
Written for psychiatrists, pediatricians, general practitioners, and medical students, the text emphasizes the psychiatric examination process and methods for interviewing children. Discussions and examples concern the following topics: preparing the child and initiating the interview, general interviewing techniques, the mental status report, mental status profiles (normal and abnormal), nosology and diagnosis, interviewing the parents, the case study, and treatment. (RJ)
Descriptors: Adjustment (to Environment)/ Anxiety/ Case Studies/ *Counselor Role/ *Emotional Disturbances/ *Evaluation Methods/ *Exceptional Child Services/ Interviews/ Parent Conferences/ Parent Participation/ Preschool Evaluation/ Psychiatrists/ *Psychological Evaluation

ED034329# EC004265
**Advances in Psychological Assessment, Volume I.**
McReynolds, Paul, Ed.
1968 336p.
Available from: Science and Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306 ($9.50)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEAPR70
Intended for use as a supplementary text in courses on assessment and related fields, the text discusses the following: introduction to psychological assessment; current conceptions of intelligence and their implications for assessment; assessment in the study of creativity; interpreter's syllabus for the California Psychological Inventory; the Tryon, Stein and Chu Scales; the outcome of a cluster analysis of the 550 Minnesota Multiphasic Personality Inventory items; and the Strong Vocational Interest Blank from 1927 to 1967. Also included are the current status of the Rorschach test, an assessment of psychodynamic variables by the Blacky pictures, operant conditioning techniques in psychological assessment, assessing change in hospitalized psychiatric patients, problems and trends in the assessment of counseling and psychotherapy, conjoint family assessment as an evolving field, a survey of techniques in assessing anxiety, and rationale and problems of psychophysiological assessment. (LE)
Descriptors: Anxiety/ Counseling Effectiveness/ Creativity/ *Evaluation Methods/ *Exceptional Child Research/ Intelligence / Intelligence Tests/ Interest Inventories/ Literature Reviews / Operant Conditioning/ Personality Assessment/ Personality Measures/ Projective Measures/ *Psychological Evaluation/ *Psychological Testing/ Research Reviews (Publications)

ED034279 24 CG004820
**Professional and Subprofessional Counselors Using Group Desensitization and Insight Procedures. Final Report.**
Neuman, Donald R.
San Diego State Coll., Calif.
30 Jun 1969 51p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-I-061
Grant No.: OEG-9-8-081061-0127-(010)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR70
This study compared the effects of professional and subprofessional counselors using group insight and group desensitization techniques with high and low imagery arousal test anxious college students. Two professional and two subprofessional counselors met with groups of three students for five interviews to administer insight and desensitization treatments. Dependent variables included the S-R Inventory of Anxiousness, Test Anxiety Inventory, Observers' Checklist, Test Anxiety Rating Scale, Pulse Rate, Thayer-Deactivation Checklist, Therapists' Ratings, and Client Ratings. High and low imagery arousal subjects were categorized by degree of reported physiological anxiety when certain situations were imagined when administered the Imagery Arousal Inventory. The major conclusions of the study were: (1) Group desensitization methods caused a significantly greater decrease in mean change scores than group insight procedures. (2) Groups led by subprofessional counselors were in general as effective as groups led by professional counselors. (3) High imagery arousal subjects did not show a significantly greater decrease in change scores when compared with low imagery arousal subjects. (4) Experimental groups showed a significant decrease in mean change scores on all of the criterion measures when compared to control groups (Author)
Descriptors: *Anxiety/ Counselor Qualifications/ Counselors/ *Group Counseling/ Group Dynamics/ *Imagery/ Measurement Instruments/ *Paraprofessional Personnel/ *Professional Personnel/ Students/ Tests

DIALOG File1: ERIC 66-80/Nov (Item 53 of 61) User 1210 9dec80

ED034272 CG004754
**A Marathon Counseling Session for Parents of Underachieving High School Students.**
Rovin, Ronald; And Others
Wheeling Public Schools, W. Va.
1969 11p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR70
Three couples, parents of underachieving high school students, and three counselors participated in a fifteen hour marathon counseling session. This session followed a year of weekly group counseling meetings of 1-1/2 hours duration. The marathon session was video-taped and the results were examined by the counselors. Six stages of group development were identified: (1) initial anxiety, (2) hostility directed towards counselors and others in the group, (3) commitment to a purpose, (4) return to surface level topics, (5) basic encounters and group catharsis, and (6) separation anxiety. The evaluation of the session by the participants indicated that the experience was an emotionally intense one for each of them, and some of the members reported behavioral pattern changes in themselves or their spouses. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author)
Descriptors: Anxiety/ *Behavior Change/ Counseling Services/ *Group Counseling/ *Group Dynamics/ *High School Students/ Hostility/ Parent Child Relationship/ *Parent Counseling/ Parents/ Underachievement/ Videotape Recordings

ED034224 CG004437
**The Use of Simulation in Counselor Education.**
Resnikoff, Arthur
American Personnel and Guidance Association, Washington, D.C.
Mar 1969 6p.; Speech delivered at Convention of American Personnel and Guidance Association, Las Vegas, Nevada, March 30-April 3, 1969
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR70
Most counselor trainees do not know how to help clients elaborate their own unique meanings in life. To provide experiences to overcome this, the author has attempted to do the following in the practicum: (1) provide a simulated client experience for the trainee by having each individual in the group react to an emotional simulation sequence and then to explore his feelings to this stimulus; and (2) help the members of the practicum group explore the feelings of other group members in a constructive way, so that each "plays" counselor for the other. The model used involves the use of video play-back. One person in the group at a time per film reacts to the sequence and the group members and the instructor explore the reactions that the individuals experience. Following the sequence the video which shows the person viewing the simulation film and the sound of the film is played back. The process of discussion is also filmed and can be replayed. The effects of this procedure are: (1) the T.V. gives a visual playback, and (2) the group process is captured and can be played back. The major assumption of this method is that the way a person feels in anxiety producing situations is a measure of the effectiveness that a person will have in a counseling situation. (Author/KJ)
Descriptors: *Affective Behavior/ *Anxiety/ Audiovisual Aids / Counseling Effectiveness/ *Counselor Training/ Group Dynamics/ Practicums/ *Simulation/ *Videotape Recordings

ED031769 24 CG004533
**The Educationally Disadvantaged Elementary School Child: Anxiety Reduction and Behavioral Change Through Public Commitment and Counseling. Final Report.**
Beggs, Donald L.; Mayer, G. Roy
Southern Illinois Univ., Carbondale.
Jun 1969 52p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-8-E-088
Grant No.: OEG-0-8-080088-3727
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN70
A total of 50 subjects, low in sociometric status and identified as educationally disadvantaged on the basis of high "school anxiety" were drawn from fifth and sixth grade public school children. Control and experimental groups were set up. Elementary counselors worked with the experimental groups using procedures based on the theory of cognitive dissonance. In one group subjects were requested to verbalize their intended behavior change. Primary objectives were to determine if the subjects showed differential improvement by treatment with respect to: (1) school anxiety, (2) severity of student behaviors as rated by subjects, (3) severity of student behaviors as rated by teachers, (4) teacher-pupil relationships as rated by teachers, and (5) teacher-pupil relationships. There were three major conclusions: (1) counseling with or without public commitment was not found to positively influence the above five criteria, (2) certain counseling "conditions" appeared irrelevant to some behavioral problems, and (3) attitudes of teachers who consulted with counselors improved toward guidance while attitudes of teachers who did not consult with counselors deteriorated. (Author/KJ)
Descriptors: *Anxiety/ *Behavior Change/ Counseling/ *Disadvantaged Youth/ Elementary School Students/ *Student Behavior/ Student Teacher Relationship/ *Teacher Attitudes

DIALOG File1: ERIC 66-80/Nov (Item 56 of 61) User 1210 9dec80

ED030966# EA002381
**Practical Techniques for High School Administration.**
Fitzwater, Ivan W.
Indiana Public School Study Council, Muncie.
1968 107p.
Available from: The Interstate Printers & Publishers, Inc., Danville, Illinois 61832 ($2.95).
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEDEC69
This document offers specific, practical techniques for dealing with the multiple responsibilities and problems associated with contemporary secondary school administration. The document's 18 chapters provide the secondary school principal with guidelines applicable to the following areas of secondary school administration: (1) Development of philosophy and goals, (2) curriculum development and innovation, (3) selection and organization of staff, (4) inservice training, (5) student control, (6) management of facilities and finances, and (7) dissemination of information to the public, staff, and students. These guidelines stress the need for continued administrative leadership toward the development of a team approach to school problems. (JH)
Descriptors: Administrative Organization/ *Administrator Guides/ Curriculum Development/ Educational Innovation/ Educational Objectives/ Extracurricular Activities/ *High Schools/ *Principals/ Public Relations/ Scheduling/ School Accounting/ School Counseling/ Staff Meetings/ Staff Utilization/ Student School Relationship/ Supervisory Methods/ Teacher Evaluation/ Teacher Recruitment

ED027087 PS001577
**Mental Health. What Research Says to the Teacher Series Number 24.**
Peck, Robert F.; Mitchell, James V., Jr.
National Education Association, Washington, D.C. Dept. of Classroom Teachers.
1967 36p.
Available from: National Education Association Publications-Sales, 1201 16th Street, N.W., Washington, D.C. 20036 ($0.25).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJUL69
Reasonably good mental health is a necessary precondition to orderly thought and responsible action. In human relationships, the mental health status of teacher and child interact to produce a positive or negative classroom environment. Mental health consists of (1) objective judgment, (2) autonomy, (3) emotional maturity, (4) self-realizing drive, (5) self-acceptance, and (6) respect for others. Basic needs of an individual can be divided into five categories: physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization. The home and school should fulfill these needs as a minimal requirement for good mental health. Neurotic anxiety exists when a need is unfulfilled, and teachers can do things to cope with pupils' anxieties. Mental health aids for teachers are important, and schools should have counseling services. (DO)
Descriptors: Anxiety/ Counseling Services/ *Elementary School Students/ Emotional Adjustment/ *Mental Health/ Neurosis/ *Research Reviews (Publications)/ Self Actualization / Self Concept/ Self Esteem/ Student Teacher Relationship/ Teacher Influence

ED025076# EC003033
**Dogmatism and Visual Loss. American Foundation for the Blind Research Series, Number 17.**
Hallenbeck, Phyllis N.
1967 108p.
Available from: American Foundation for the Blind, 15 West 16th Street, New York, New York 10011 ($1.50).
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEMAY69
Emotional reactions to loss of vision were studied with 32 adventitiously blind male subjects of average or higher intelligence, aged 18 to 61 years, who were entering active rehabilitation programs with various agencies. Subjects completed Rokeach's Dogmatism Scale and were interviewed to assess attitudes about blindness. The interviews were rated by two clinical psychologists and averaged for each subject to yield global depression and denial scores. Behavioral scales completed by two agency staff members were averaged to yield behavior depression and denial scores. Scores were then correlated. Dogmatism was found to be significantly related to denial of blindness and its effects (p .01) and inversely related to depression (p .01). Correlations between dogmatism and behavior denial scores differed significantly for a subgroup of 16 subjects with sudden onset (p .02), with the sudden onset group showing less denial; however, global score correlations did not differ significantly. Implications are that acceptance of visual loss and rehabilitation are facilitated when the subject's emotions are involved in the grieving process, when the subject receives guidance during the early critical phase, and when the facts of the disability are kept in the subject's attention. (MM)
Descriptors: *Adjustment (to Environment)/ Adults/ Anxiety/ Attitude Change/ *Attitudes/ *Behavior/ Behavior Rating Scales / Blindness/ Counseling/ Dogmatism/ Emotional Adjustment/ *Exceptional Child Research/ Inhibition/ Interviews/ Personality/ Personality Change/ Psychological Patterns/ Rating Scales/ *Visual Impairments/ Withdrawal (Psychology)
Identifiers: Rokeach Dogmatism Scale

ED022283 24 EC002161

**An Investigation of the Effect of Group Counseling on Educable Mentally Retarded Boys' Concepts of Themselves in School.**

Mann, Philip H.

1967 82p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-7-C-014

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB69

The effects of group counseling on the self concepts and behavior of educable mentally retarded boys in the public schools were studied in two groups of 18 boys each with behavior problems (ages 9 to 13, IQ's 56 to 80). The variables of anxiety, achievement in reading and arithmetic, deportment, and attendance were also examined. Once a week for 12 weeks, the experimental group received group counseling while the control group received a library study situation. Both groups were administered two self concept scales and one anxiety scale and were rated by teachers on reading, deportment, and arithmetic. Results indicated that the experimental group scored significantly higher ($p=.05$) on The Children's Self Concept Scale, exhibited greater anxiety reduction as measured by The Children's Manifest Anxiety Scale ($p=.05$), received higher teacher ratings for reading and arithmetic ($p=.05$) and for deportment ($p>.05$). There were no significant differences between the groups on The Way I Feel About Myself Scale or in attendance, nor were any significant differences found for any of the three tests comparing the upper and lower 50% of the experimental group by age and IQ. (MY)

Descriptors: Academic Achievement/ *Achievement/ Anxiety/ Arithmetic/ Attendance/ *Behavior/ Behavior Change/ *Counseling/ Counseling Effectiveness/ *Exceptional Child Research/ Group Counseling/ *Mental Retardation/ Mild Mental Retardation/ Rating Scales/ Reading/ Self Concept

ED022106 AC002533

**First Annual Report of New York State Guidance Center for Women for Period November 1, 1966 through October 31, 1967.**

New York State Guidance Center for Women, Suffern.

1967 54p.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB69

The New York State Guidance Center for Women is sponsored by Rockland Community College under contract with the State University of New York, and located just east of Suffern, New York. During its first year, the Center counseled 483 women and an additional 800 were served through its information services--library, career interest meetings, radio career information series (13 30-minute broadcasts), and a Careers for Women Workshop series. About 80 percent of the Center's clients come from Rockland County. The professional staff includes a director, associate director, librarian, and six part-time counselors. The Center's counseling records indicate that while women considering employment or further education need guidance and information and are willing to seek it, husband's attitudes, inflexible work and school schedules, and fears of impersonal work situations and inability to compete with younger students deter them from returning to work or school. (Document includes seven tables, lists of Advisory Committee members, tests available at the Center, and supplementary reports of counseling and testing services, information and special services, costs and staffing, and community, state, national, and international relationships.) (aj)

Descriptors: Advisory Committees/ Anxiety/ Community Relations/ *Counseling Services/ Employed Women/ Family Influence/ *Females/ *Information Services/ Library Services/ Participant Characteristics/ Part Time Employment/ Part Time Students/ Program Costs/ Publicize/ Radio/ Staff Role/ *State Programs/ Testing/ Women Education/ Workshops

Identifiers: New York

DIALOG File1: ERIC 66-80/Nov (Item 61 of 61) User 1210 9dec80

EDO17815# AC002028

**CONVERSATIONS WITH RETURNING WOMEN STUDENTS.**

LIKERT, JANE G., ED.

Michigan Univ., Ann Arbor. Center for Continuing Education for Women.

NOV1967 1p.

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: CUMREPT

IN THE SPRING OF 1967, THE UNIVERSITY OF MICHIGAN'S CENTER FOR CONTINUING EDUCATION OF WOMEN HELD A SERIES OF FOUR DISCUSSIONS, "WOMEN IN SCHOOL AND AT WORK," TO GIVE WOMEN WHO ARE CONTINUING THEIR EDUCATION OR THINKING ABOUT IT AN OPPORTUNITY TO TALK TO EACH OTHER. AT EACH SESSION, TWO OR THREE WOMEN WHO HAD RETURNED TO COLLEGE BEGAN A GENERAL CONVERSATION BY DISCUSSING THEIR OWN RETURN AND SOME OF THEIR INITIAL FEARS, HANDICAPS, AND REWARDS. THEY COMPARED NOTES ON COPING WITH THEIR MULTIPLE OBLIGATIONS AND GAVE ADVICE TO THE NEWCOMERS. MEMBERS OF THE UNIVERSITY FACULTY, ADMINISTRATION, AND STAFF, AND THE CENTER STAFF ALSO TOOK PART. THIS BOOKLET REPRODUCES THE CONVERSATIONS ARRANGED UNDER THE GENERAL POINTS COVERED--RETURNING TO SCHOOL, ANXIETIES SUCH AS ATTITUDE OF HUSBANDS, FACULTY, AND OTHER STUDENTS, FEAR OF FAILURE, FINANCES, AND DISCRIMINATION, AND WAYS OF MANAGING AT HOME, SCHOOL, AND WORK. THIS DOCUMENT IS AVAILABLE, FOR $1.00, FROM THE UNIVERSITY OF MICHIGAN CENTER FOR CONTINUING EDUCATION OF WOMEN, 330 THOMPSON ST., ANN ARBOR, MICH. 48108. 55 PAGES. (AJ)

Descriptors: Adult Learning/ Anxiety/ Career Counseling/ Commuting Students/ *Continuing Education Centers/ Educational Counseling/ Females/ Financial Problems/ *Graduate Study/ *Higher Education/ Home Management/ *Part Time Students/ Study Habits/ Undergraduate Study/ *Womens Education

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